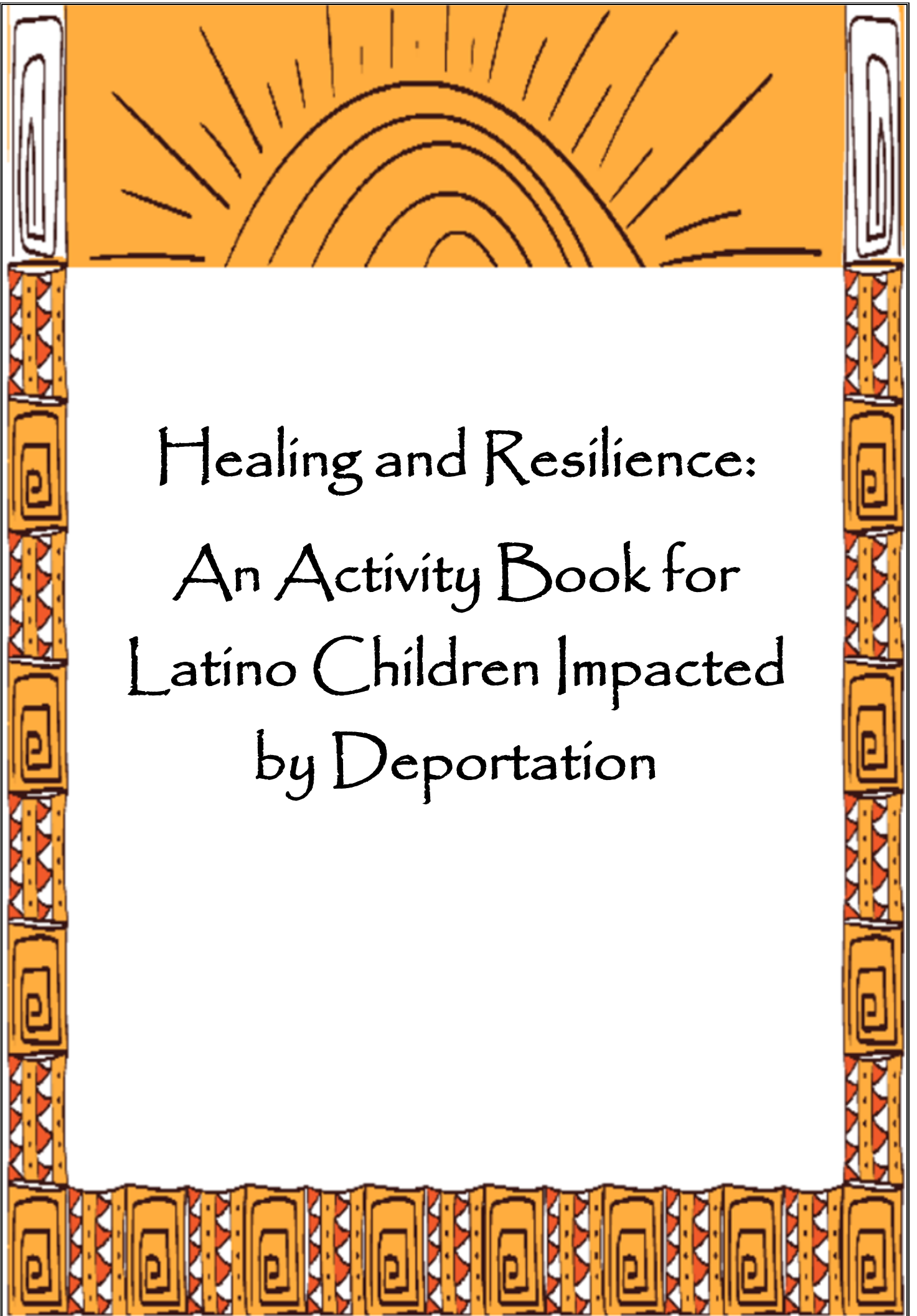




Healing and Resilience:
An Activity Book for
Latino Children Impacted
by Deportation



This document was initially created in April 2014 as part of a doctoral research project at William James College (formerly Massachusetts School of Professional Psychology).

Author: Lauren Utter, Psy.D.

Translated into Spanish by Laura Kompel-Morrison, Psy.D.

Download free versions of this workbook in Spanish and English at this link:

<http://www.childrenspsychologicalhealthcenter.org/resources/guided-activity-workbooks/>

Copyright © September 24, 2016

Table of Contents

Introduction for Adult Helpers.....	4
Note for Adult Family Members.....	8
Note for Mental Health Professionals.....	9
Using the Activity Book in Schools.....	10
Introduction for Children	11
Breathing Slowly and Deeply.....	14
Walking Slowly.....	15
Part 1: Who I Am.....	16
Facts about Me.....	17
Changes in My Life.....	18
Immigration and the United States (U.S.).....	21
What do Deportation and Detention Mean?	25
The Country Where My Special Adult Was Born.....	27
Sending a Postcard to Family Members.....	29
What are Feelings?.....	30
Relaxing My Body.....	34
My Family.....	35
My Mom or Someone Who is like a Mom to Me.....	37
My Dad or Someone Who is like a Dad to Me.....	38
Where I Live.....	39
What are Worries?.....	42
Pedro’s Worries about Deportation.....	45
Deportation and My Family.....	47
Things that Bother Me about Deportation.....	50
People I Can Talk To.....	54
Dreams.....	56
Helping Out Juanita.....	60

Using My Imagination to Relax.....	62
Religious Faith and Community.....	64
Planning Ahead.....	65
Note to Helping Adult.....	68
Part 2: My Story about what Deportation has been like for My Family and Me.....	69
Right after My Family Member was Taken Away or Had to Leave.....	73
Deportation Centers.....	74
Different People Who Take Care of Me.....	77
Brothers and Sisters.....	79
Money and My Family.....	82
School and Me.....	84
My Best Memory.....	89
Trying to Change Deportation.....	90
Ways to Help Families from Being Hurt by Deportation	91
Changing Immigration and Deportation Laws.....	92
Writing Letters to National Leaders.....	94
Questions and Answers about Immigration and Deportation.....	97
Special Certificate for Finishing this Book.....	100
Information to Help Children and Families Hurt by Detention and Deportation	102

Illustrations to Color

Following artwork by Pablo Roveló:

Girl Child Looking Out the Window.....	43
Boy Child Sitting at Desk in Classroom.....	45
Boy Dreaming.....	56
Older Girl Watching Younger Boy while Doing Housework....	79

Introduction for Adult Helpers

This is a guided activity book for children who have experienced or who are currently experiencing the **threat** of having one of their parents or other adults who take care of them deported from the United States. The activity book is **also for children whose parents or caregivers have been held in a detention center or actually deported from the United States.**

This book is for children ages eight to twelve, although children who are a little older or younger than that may still find this book helpful. It is important to note that **the second half of the book is only for children whose parents or caregivers have actually been detained or deported.** The first section is for all children who are affected by actual or threatened deportation of their parents or caregivers. There is a certificate (like an award), for children who have completed either the whole book or just section one, at the end of the book.

Getting started:

- If you are not the child's parent or substitute caregiver/guardian, it is very important that you first get permission from this person about using this book with a child. You should also think about a safe place where this book can be stored and who should be allowed to access it.
- As the adult helper, it is important that you first read the entire book yourself, before sharing it with the child. This way, you will know what to expect and can answer questions that the child may have as you use the book together.
- Start on **page 11** with the child, with the instructions for children on how to use the book.
 - It is very important **not to insist that the child complete any section of the book that he or she does not want to complete.** If a child gets upset and does not want to continue, he or she is not being disobedient. Instead, the child is showing you how the feelings he or she is having are very difficult for him or her. Be patient and caring, rather than disciplining or pushing him or her to continue. Give the child the choice whether to continue.
 - For example, you might say, "We have been doing activities in your book for [number] minutes. Do you want to put it away for today? We can come back to it tomorrow." Or "You did a really great job



today on your activity book. Do you want to do one more page and save the rest for another day?

- You can always leave a section only partly completed or blank and come back to it at another time - or not.
- This helps the child feel less upset or overwhelmed by having to think about difficult things for too long. It also helps children feel more in control of themselves when they are in a scary world.
- Children can find the book more helpful and fun to complete if they can to move at their own pace and feel supported by adult helpers.
 - Even if the child skips sections, encourage the child to work from the start toward the end of the book. This is because some activities later on are based on earlier activities.
 - Also, many of the activities in the later sections may be more emotional for children than the ones presented earlier. It helps children to talk, write, and draw about less emotional topics first.
- This book should be completed a little bit at a time, for 15 minutes to an hour at a time, depending on the child's comfort level.
 - The book will be most helpful if you are flexible and move at the child's pace.
- Although this activity book is designed for children ages eight to twelve, younger children, ages six and seven may also benefit from it.
 - Younger children and children with reading difficulties can benefit from coloring in some of the pictures, drawing, and listening to you read parts of the book. They will also benefit from telling you their answers and having you write them down.
 - Older children, ages eleven and up, may want to complete most of the book on their own. However, they will still benefit from having a supportive adult check in with them and show that they are interested in how they are thinking and feeling about what they are doing in the book. You will see the activity "Let's Talk!" in the book. This gives you and the child a way to check in. During this activity, pay close attention to what the child tells you. You can try repeating back to the child what he or she said in different words. Or you can describe how a child might have been feeling, such as "that sounds like it was very scary for you."
 - It is important for children of all ages to know that an adult helper is interested in learning about their experience with deportation and understanding how it affects their lives.

How will coloring, drawing, and writing down stories help children?

- It may be easier for some children to draw or color in pictures that relate to their experiences than to talk about a topic.
 - Coloring and drawing can help children begin talking or writing about negative experiences and can help them remember important good and difficult things about their lives.
- After experiencing a very stressful event(s), some children and adults cannot stop thinking about what happened. Others try to forget the bad memories of their experience. This can be helpful in the moments of the event or trauma, but doing this for a long period of time can begin to have a negative effect on the emotional, psychological, and physical wellbeing of the person.
- After a trauma or a very negative experience, it can be hard for children to remember good things in their lives. They may focus more on their bad memories. This book helps children increase their access to good memories, while also helping them make sense of the negative or traumatic experiences in their lives. This strengthens children and gives them tools for moving forward even when times are hard.
- Coloring, drawing, and writing down or telling stories all help increase the sense of control that children have over the things that happen in their lives.
 - After a terrible event, such as deportation, a family separation, or living with the threat of deportation, some children can feel that they have little or no control over this aspect of their lives.
 - These thoughts, which are realistic, can be tied to many feelings such as worry, fear, sadness, and anger.
 - Allowing children to express themselves freely in this activity book and to choose if and when they complete a section may help them gain back a sense of control over their own thoughts and feelings, and help them feel good about themselves.

Your own experience as the adult helper

Depending on your role in the life of the child, completing this activity book (for instance, mother, older sister, uncle, therapist, or teacher) you may notice that the book can affect you in different ways. If you are part of the child's family or a close family friend, you may also be feeling the negative impact of actual or threatened deportation in your life. Some of the activities in the book might bring up both good and bad memories for you, and not only for the child who you are helping.

- It is important to pay attention to how the activities affect YOU.

- If you begin having very strong feelings, the child may also be feeling that way. That would be a good time to take a break from the activity book and/or practice some of the relaxation activities found in this book or do some other soothing thing together. You can show the child that you are using healthy ways to deal with painful thoughts and emotions.
- Also, you can fill out your own copy of this book, as many of the activities can be helpful for people of any age whose lives are affected by deportation or the threat of deportation.
- Traumatic or very stressful events can have negative emotional and physical effects on people of any age. Responding to a traumatic or very difficult experience does not mean something is “wrong” with the person or that he or she is “weak.”
- Each person may have his or her own special way of dealing with painful, sad, or frightening experiences in life. However, some frequent responses to trauma for both children and adults include:
 - **Increased anxiety**
 - **Always being very alert for danger**
 - **Trouble sleeping**
 - **Nightmares or fears before going to sleep**
 - **Worries and bad memories that take over one’s life**
 - **Re-living bad events, as if they were happening now**
 - **Not feeling anything emotionally**
 - **Irritability and anger**
 - **Sadness and crying for weeks or months**
 - **Increased physical complaints (like headaches, stomachaches, or dizziness)**
 - **Thoughts of hurting oneself or hoping to die**

If you have some of these responses or other symptoms that concern you, it might be better for another adult to help the child with the book. You can always rejoin in the activities after you have used the book yourself or found ways to manage your own responses to the trauma. Many people find speaking to a community leader, religious healer, doctor, or mental health professional to be very helpful.

IMPORTANT: A child who is experiencing these responses may also need some medical or mental health treatment that takes your family’s cultural or religious beliefs into account. If a child is expressing thoughts of hurting him or herself or others or says that she or he hopes to die, it is very important to get that child professional treatment right away. Even young children do sometimes hurt themselves or let themselves get hurt when they are very sad or worried.

Note for Adult Family Members

Family is an important part of Latino culture. Latino culture cares deeply about its children. You may struggle with what is the best way to protect the children in your family. This may feel especially difficult to do when family members are at risk of being detained or deported, or if this has already happened.

It is very common for families to teach children that deportation and detention are not things that should be talked about. This is usually because of fear that talking about it can put the family at risk of being identified by immigration authorities. While it may be safer to not talk about deportation openly outside of the home, many families also discourage family discussion about it. Many families decide not to tell children about what is happening because of fear that they will become too upset or that they won't understand.

Mental health professionals have learned that children feel better when they are able to be involved in these conversations. Otherwise, children as they get older, can learn this information from other people (classmates, older cousins, etc.). This information may not be correct and it may not be appropriate for the child's age. When the information comes from a parent or adult family member, the family has more control over what the child is told and can help them to understand. This can make the child feel less worried. Children often notice when there are "secrets" in the home, even if they don't know what the secrets are about. This can make them feel nervous and imagine things that might be scarier than what is actually happening.

However, you know your children best. It is important to consider what other forms of stress are going on in the family or at school and think about when is the right time to talk to your children about this topic. It is up to you to decide how the child works on this book. For example, you may decide that there are questions you would rather have the child talk about with you only, rather than write down them down. You can also talk to a mental health professional for guidance about using the book with your child at this time.

This workbook can help you talk to children about deportation and detention in your family. **Here are some ideas about ways you can present this issue to the child:**

- "Maybe you have been hearing the adults in the family talk about something called "deportation." When a person has to go back to the country where they were born, even if he or she does not want to, that is deportation. I would like to work on a special book with you about this maybe happening in our family. You can draw and write down what you are thinking and feeling about this."

- (If a family member has already been detained or deported) “I want to talk to you about what happened a couple of days ago when people that looked like police came and took dad. This was scary for all of us. I have a special book that we can work on together. It has a lot of coloring and drawing in it. It can help you understand what happened with dad and help you feel less nervous or scared.
- (If an adult is in detention and will be deported), In two weeks, [insert family member’s name] will have to go back to [insert country name]. It is not her choice. [Name] loves you and wants to stay with you. You will stay here with [insert names of people who will be caring for child, siblings that will remain, etc.]. I can see that you are [insert feeling word, angry, sad, upset] about this. I have a special book that we [you and insert other adult’s name] can work on together that can help you understand what is happening. It has many places for you to write and draw.

Note for Mental Health Professionals

Therapists and other mental health professionals trained to work with children can use this activity book during individual or family therapy sessions. It can supplement other treatment that the child may be coming to see you for, such as anxiety and trauma. You can use your clinical judgment to determine how the child can make best use of this book. You can also choose to make modifications on the book to best fit the child’s age and level of maturity.

The theoretical bases of this book are Reflective Network Therapy, developed by Gilbert Kliman, M.D. narrative therapy, and the concept of ambiguous loss, developed by Pauline Boss, Ph.D. The activity book fosters children’s resiliency and increases their capacity for self-regulation through stress management skills and emotion recognition. The importance of family cohesion and healthy communication are emphasized throughout the book.

You may want to assess whether this book was effective in helping a child improve their mental health. Based on your initial assessment of the child, you can select which screening measure or assessment tool most closely measures what you hope to achieve with the child in treatment. You can administer the screen or measure at the start and end of book. Some suggestions for assessments:

- Trauma Symptom Checklist for Children (TSCC) – Briere
- Behavioral Assessment System for Children- 2nd edition (BASC-2) Behavioral, Emotional, and Social Screener (BESS) -Kamphaus & Reynolds
- Revised Children's Manifest Anxiety Scale (RCMAS)- Seeley
- Screen for Child Anxiety Related Disorders (SCARED)- Birmaher and colleagues

Using the Activity Book in Schools

Before using this activity book in a school with children, it is important to consider the following:

- This book should not be used in any school that is required to report information about students and their families to immigration authorities.
- It should only be used with the permission of the child's parent or substitute caregiver/legal guardian.
- Only school staff, such as teachers and counselors, should use this workbook with children. This is under the condition that they have at least a basic understanding of the circumstances the child is facing. Staff must have adequate time to set aside to work with the child on this book. There should also be a safe place to store this book during its completion, such as a locked filing cabinet.
- If a school recognizes that a child would benefit from this resource but cannot meet the above criteria, the school can refer the child to an outside mental health professional. Alternatively, under most circumstances, the book can be provided to the child's family to complete at home.

Special note about children who are at risk of deportation themselves (such as unaccompanied immigrant youth):

This activity book, in its current form, does not fully address the concerns that children who are at risk of being deported themselves may have. Rather, the focus is on children who are being affected by the deportation or detention, or threat of this happening within their family. However, under certain circumstances, this book could be adapted to help children who are at risk of deportation themselves. This may require the re-wording of certain questions and helping the child talk about their thoughts and feelings as they apply directly to his or her own deportation. A mental health professional who has experience working with this population may be best able to modify the activity book in a way that keeps the therapeutic benefit intact.

Introduction for Children

This is a special activity book for children who have thoughts and feelings about an adult who cares for them being taken away. Working on this book can help you learn what you can do about worries and other feelings about deportation and detention (*on page 25 you will find the definition of these words*). Children feel better when they have more control over their worries and other feelings.

How do I work on this activity book?

Work on this book with a grownup you trust. Work as slowly or fast as you want to. Always let a grownup know if you feel sad or upset or if you want to take a break. It is okay if you do not finish the book or some parts of the book!

This book has many places for you to draw and write about your thoughts and feelings. If you are a new reader, you can ask an adult to help you write down what you say. You can also ask an adult to read part of the book or all of the book to you. Remember, this book is for YOU. It is a safe and special place for you to say what you think and feel. There are no right or wrong answers!

At first, it may feel strange or uncomfortable for you to talk about things like deportation and detention. It is important that you talk to your family or the adults taking care of you for permission to work on this book with an adult you trust.

You will see this picture on some pages of the book:



When you see this picture, it is time to take a short break from the book. It is time to ***breathe deeply and slowly***. This can help your body and your feelings calm down. This will also help you to think more clearly. **Read the directions about how to breathe deeply and slowly with the adult who is helping you on page 14 before you start the book!** Then you will know just what to do when you see this picture!

If you want, instead of slow breathing, you can try to ***walk very slowly*** – *as slowly as you can*. That helps your body calm down just as much as breathing slowly. The next few pages teach you how to breathe slowly or walk slowly to help your body and your feelings calm down.

You will also see this picture on different pages of this book:



When you see this picture, it means it is time to talk with the adult who is helping you with the book. Sometimes you will see a message with important information about what you can talk about. Remember, when you see this picture, you can also talk about whatever is on your mind and tell the adult how you are feeling.

Try your best to answer these questions:

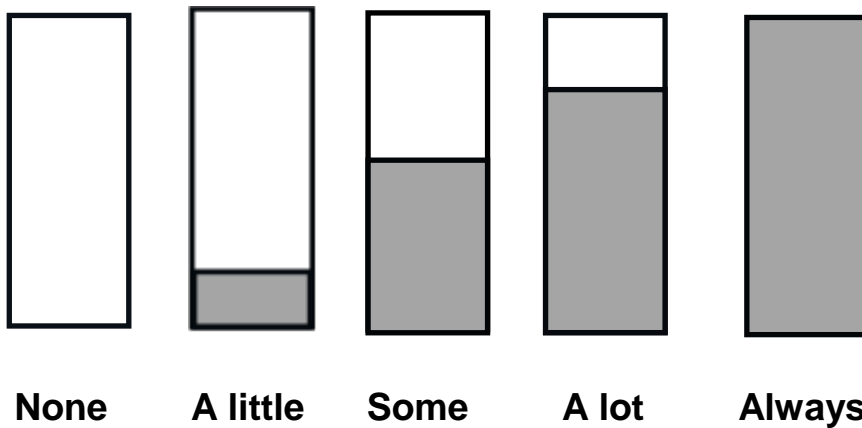
I know this much about deportation and detention:

Circle one:

- Nothing A little Some A lot

How much of the time do you feel “nervous”?

Circle one:



How do you feel about yourself?

Circle one:



Breathing Slowly and Deeply

Our bodies have been **breathing** since the second that we were born. Sometimes we even forget that we are breathing! Our breathing changes when we do different things. It also changes when we have different thoughts and feelings. For example, after running outside you might take in very quick, deep breaths and feel your chest moving up and down. When you sleep, and when you relax, your breathing gets very slow.

If you are nervous, scared or crying, it can feel a little hard to breathe. This can be a scary feeling. Breathing slowly and deeply helps you breathe easily and calm down. Breathing slowly and deeply is a great way to help you relax your body and free yourself of worries. The more that you practice breathing slowly and deeply, the more easily you can breathe that way to feel better.



Follow these 4 steps to learn how to breathe slowly and deeply:

- 1 You can stand up, sit or lie down to breathe slowly. First, make a small circle with your mouth and gently and slowly blow out the air in your chest. You can pretend that you are gently blowing a bubble - don't let it pop!
- 2 Next, breathe air in through your **nose** very slowly until it feels like your chest is filled with air. Try not to breathe air in with your mouth.
- 3 Then, gently and slowly blow out the air with your **mouth** the way you did in step one. Remember it is like you are carefully blowing a bubble!
- 4 Keep breathing **out with your mouth** and **breathing in with your nose** slowly and deeply for about two minutes or until you feel calm and relaxed. Older children can go for a little longer.

Walking Slowly



Walking very **s l o w l y** can help you calm your mind and to relax all of your body. This is because you have to think only about trying to walk as slowly as you can and that pushes worries away. At first this may be hard to do, but with practice you can do it!

Follow these 4 steps to learn how to walk very slowly:

- 1 First find a comfortable place with room to walk a few steps in one direction. Make sure you have enough room to come back the same way.
- 2 Going as slowly as you can, lift your right toes off the ground. Then slowly lift your right heel. Slowly put your right foot out in front of you. Touch your right heel to the floor. Then slowly bring your toes to the floor.
(Your right foot should be in front of your left foot. You can put your arms out to your sides to help keep your balance!)
- 3 Slowly begin to take another step by lifting your left heel and then your left toes off the ground. Then slowly put your left foot down in front of your right foot. Do that the same way you did on the other side.
- 4 Keep doing this **very slowly** for one or two minutes or until you want to stop. Older children can go for a little longer. Try to think only about walking as slowly as you can and nothing else!



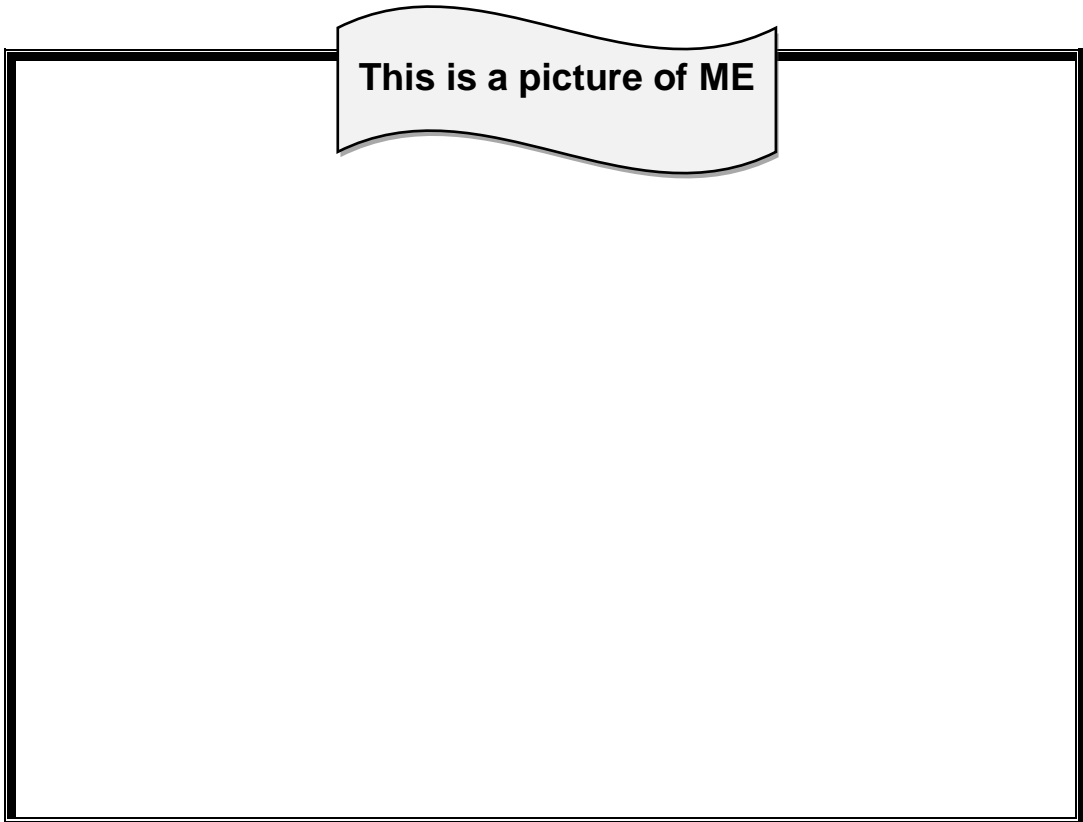
Part 1

Who I Am

So far you have learned how to breathe slowly and deeply and walk slowly. Now you can start doing some writing and drawing activities about YOU and your life. Remember, you do not have to do any activities that you don't want to do. There is no rush. If you are not sure about an answer, you can leave it blank or you can ask the adult who is helping you.

My first name is _____.

If I have a nickname, it is _____.



This is a picture of ME

Today's date is: _____.

Facts about Me

I am _____ years old.

Circle one:

I am a boy. I am a girl.

My hair is this color _____ and my eyes are this color _____.

My favorite color is: _____.

My favorite food is: _____.

At home I speak this language: _____.
Write language(s)

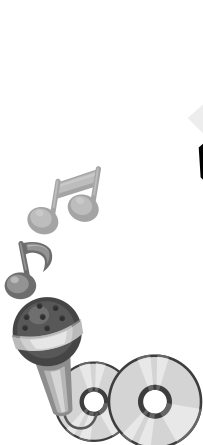
(If you go to school) At school I speak: _____.
Write language(s)

I have _____ brothers and sisters.
number

Three things that I am good at doing are:

- 1) _____
- 2) _____
- 3) _____

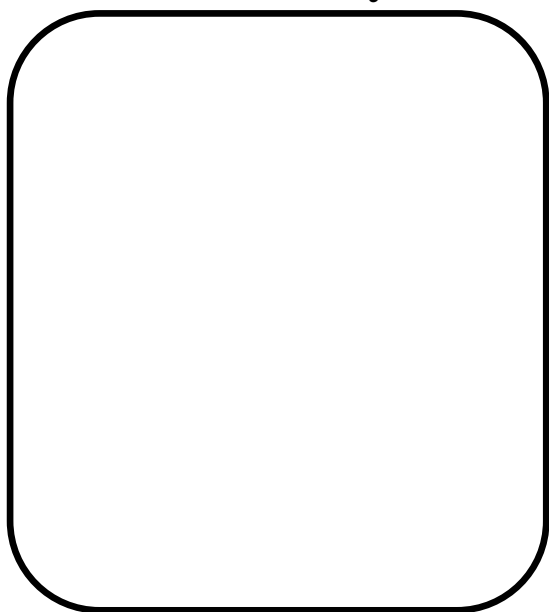
These are some activities that you might know how to do or want to learn how to do:



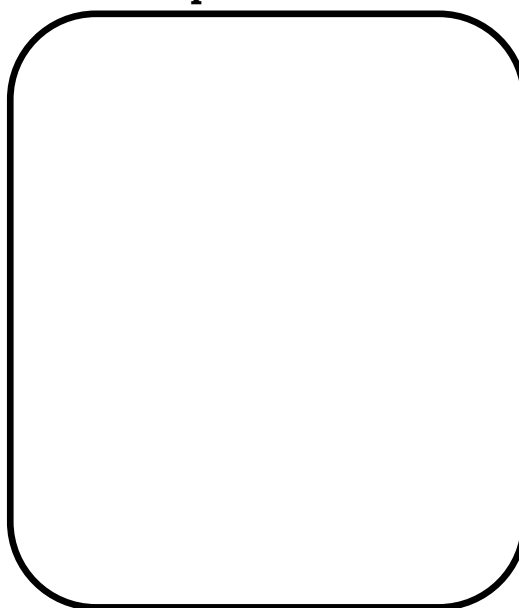
Changes in My Life

Things in life are always changing. The way that you feel or the way that you look changes as you get older. Sometimes you do new things. People around us also change. Sometimes in families, some family members change. Change can happen in ways that you like and that you don't like. In the boxes, you can draw pictures of yourself or glue in photos:

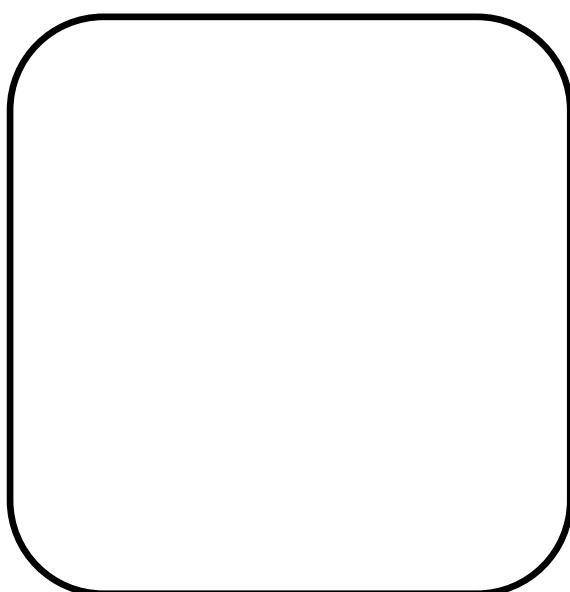
**This is a picture of ME
when I was very little**



This is a picture of ME now



**This is a picture of what I think
I will look like when I am older**



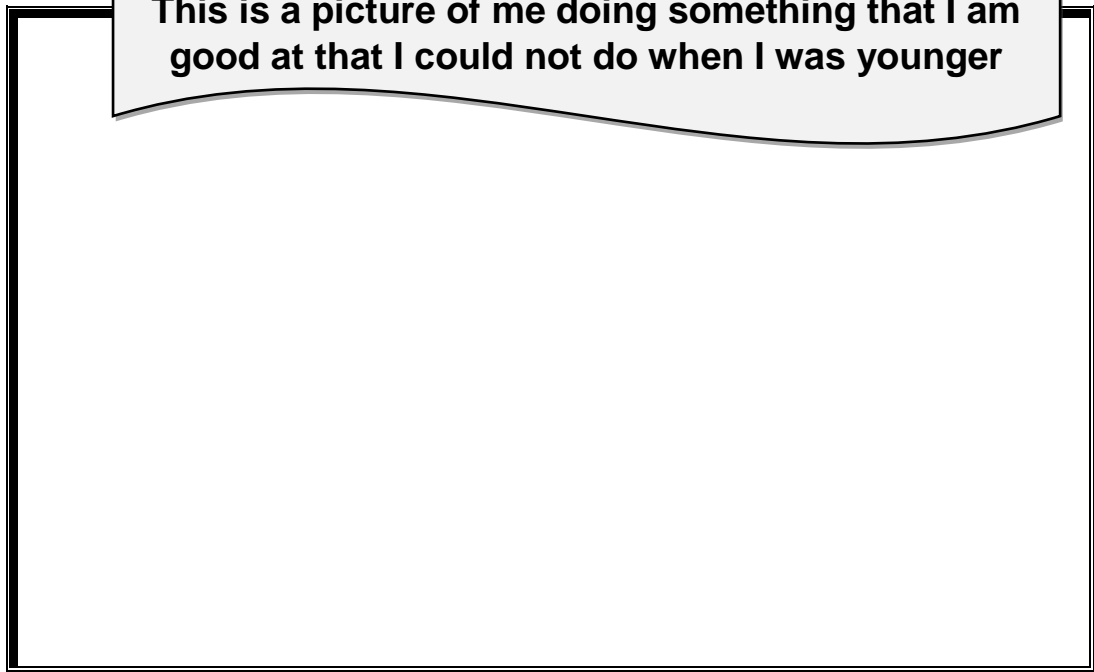
Today, you can do some things that you didn't know how to do when you were very little. Some children now know how to ride a bike. Other children maybe now know how to read or color in a picture. Some children know how to take care of their family pet or set the table.



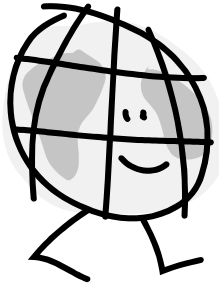
Three things that I can do now that I did not know how to do when I was younger are:

- 1) _____
- 2) _____
- 3) _____

This is a picture of me doing something that I am good at that I could not do when I was younger



When I grow up I want to be a _____
(write job)
because _____



Change also happens when people and families **move from one country to a different country**. This kind of move is called *immigration*. Sometimes one or two grownups in the family *immigrate* to a new country first and find work. Then then the rest of the family moves later. Sometimes, some family members have to stay behind in the country the family came from. Some families stay in the new country for a little while. Some families stay in the new country and make it their home for good.

Many children have one or two parents who are *immigrants*. **Immigrants are people who were born in one country but then moved to another country**. Some children with immigrant parents were born in the U.S. We call these children *U.S. citizens*. Some people who are immigrants become *naturalized citizens* by passing a special test after living in the U.S. for a number of years.

A ***documented immigrant*** is a person who has permission from the U.S. government to live here. This person has special immigration papers such as a green card or status as a permanent resident.

An ***undocumented immigrant*** (sometimes called an illegal or unauthorized immigrant) is a person who has not been given permission by the U.S. government to live here. This person may only have papers from the country where they were born (not the U.S.) or maybe their papers from the U.S. government are too old to use.



Talk to the adult helping you about what you have learned so far. Remember, you can also talk about anything else you are thinking and feeling!

Immigration and the United States (U.S.)

Did you come to the United States (U.S.) from a different country?

Circle one: Yes No I am not sure.

I was born in _____(country).

The town I was born in is called _____.

(If I don't know, I can ask my: _____.

(mother, father, grandmother, neighbor, someone else.)

(If I moved to the U.S. from another country),

I moved here when I was _____ years old.
(write number)

Did anyone in your family come to the United States (U.S.) from a different country?

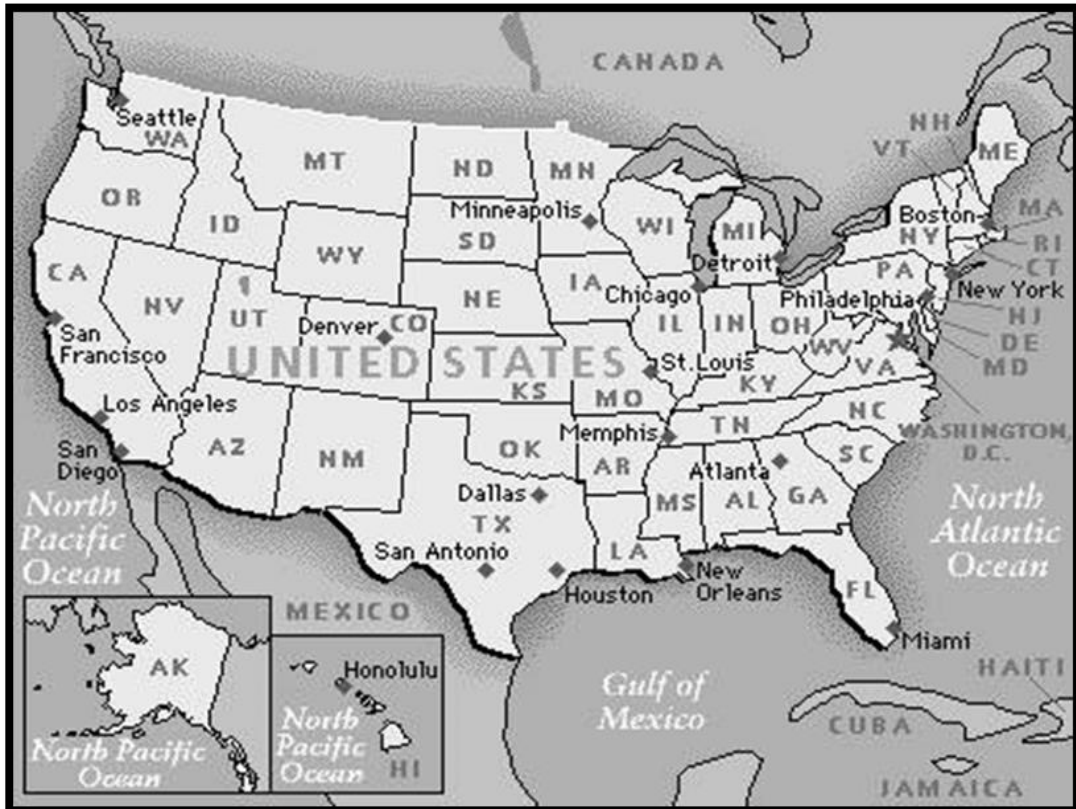
Circle one: Yes No I am not sure.



When you finish this page, it is time to breathe slowly or walk slowly! (Go back to page 14 and 15 to remember how to do this if you need.)

It can be fun to use maps to see where you live and where you and family members were born.

This is a map of the United States of America (U.S.A):



If you were born in the U.S., circle the state where you were born on this map. You can also ask a grown-up to help you find the state so you can circle it. You can color it in too.

The state where I was born is called: _____.

Circle the state where you live now or ask a grownup to help you find that state.

The state where I live now is called: _____.

If you have family members/relatives living in any other state, you can circle those states too.

The states where my family member/relatives live are called:

_____.

**Maybe there are things that you like about living in the U.S.
Maybe there are things that you do not like about living in the U.S.**



This is a list of things that I like and do not like about living in the U.S. Remember that it's ok to feel two ways about the same thing.



Things I like about living in the U.S.	Things I do not like about living in the U.S.
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

These are three things that I am not sure yet if I like or do not like about living in the U.S.:

1. _____

2. _____

3. _____

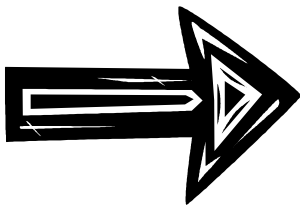
Look on the map for the country or countries your family comes from. You can ask an adult to help you find it on the map. Circle it or color it in. (This map is missing the northern half of the U.S. to make room for all the other countries.)



What Do Deportation and Detention Mean?

In this book, you will see the words *deportation* and *detention*. These can be difficult things for children and adults to understand.

***Deportation* happens when a person is forced to leave the country he or she is living in and go back to the country where he or she was born. This can happen when someone who was not born in the U.S. is living here without special papers called *immigration papers*. Both *documented* and *undocumented immigrants* can be deported.**



When you hear the word detention, you might think of what happens when children have to stay after school because of getting in trouble. The kind of detention talked about in this book is different.

***Detention* happens when a person who does not have special *immigration papers* with permission to stay in the U.S. is forced to stay in a detention center. A detention center can be like a jail, because people are not allowed to leave.**

When a person is in detention, the person has to wait until the courts decide whether he or she will be sent back to the country where he or she was born. Sometimes the court decides to let the person stay in the U.S.



People can get arrested for many different things. People who are immigrants can get arrested if they don't have special immigration papers to be in the U.S. This is different from people who get arrested because they committed a crime, such as stealing or hurting someone. Most people who get detained and deported are not criminals. Many immigrants come to the U.S. without special papers. Immigrants usually do this because they want to make a better life for their families in the U.S. It is not because they want to break the law.

Because of deportation and detention, it can be confusing for children to know if they should trust the police. Write down your ideas about police in this box:

These are two things I like about police:	These are two things I don't like about police:
1.	1.
2.	2.

Talk to the adult who is helping you about what you understand so far about deportation and detention.

Also you can talk to the adult about these things:

- **If anyone in your family has been deported (forced to leave by the U.S. government) or detained (forced to go to a special jail for immigrants).**
- **Who you can ask if you are not sure if this has happened in your family.**
- **Any worries you have about this happening in your family in the future.**



The Country Where My Special Adult Was Born

Some children who live in the U.S. were born in a different country. Sometimes they were born in the same country as their parents. Maybe they have memories from that country. Sometimes they have gone back to visit. Some children have never been back to that country, but they hear their family members talk about it. Maybe they learn about the country in school or on the computer or they hear about the country on the news. Sometimes there are things that people like and do not like about the country where they were born.

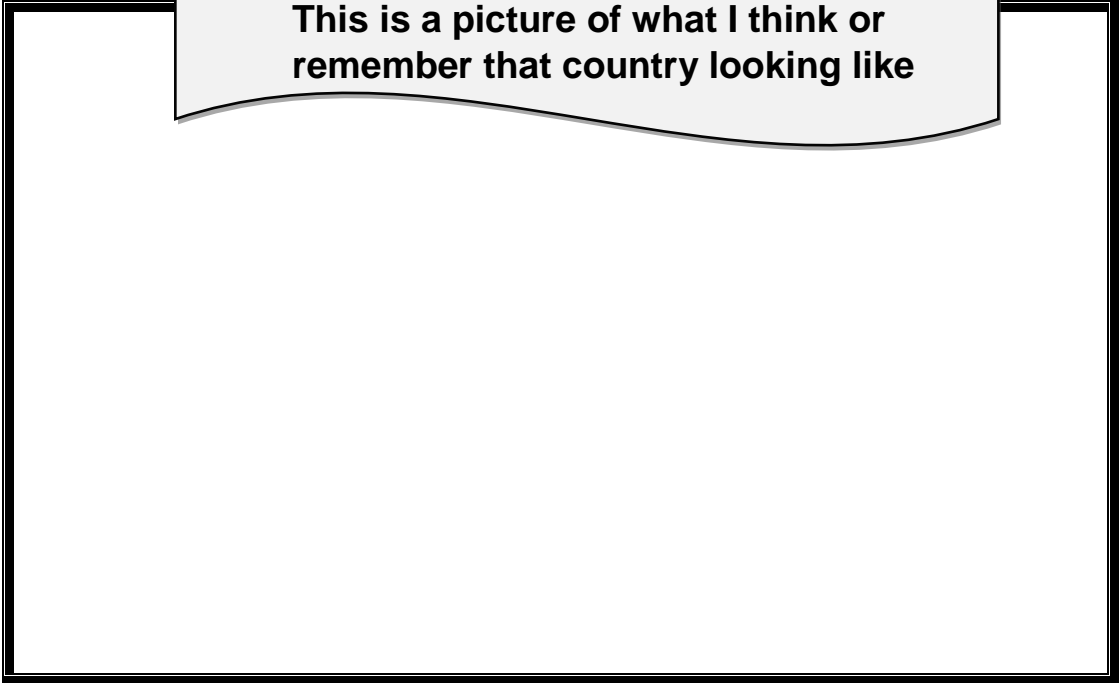
The name of the country where the adult(s) who cares for me could be sent back to (or has already been sent back to) is called: _____.



These are some of the things I know about this country:

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

This is a picture of what I think or remember that country looking like



When you finish this page, it is time to breathe slowly or walk slowly! (Go back to page 14 and 15 to remember how to do this if you need.)

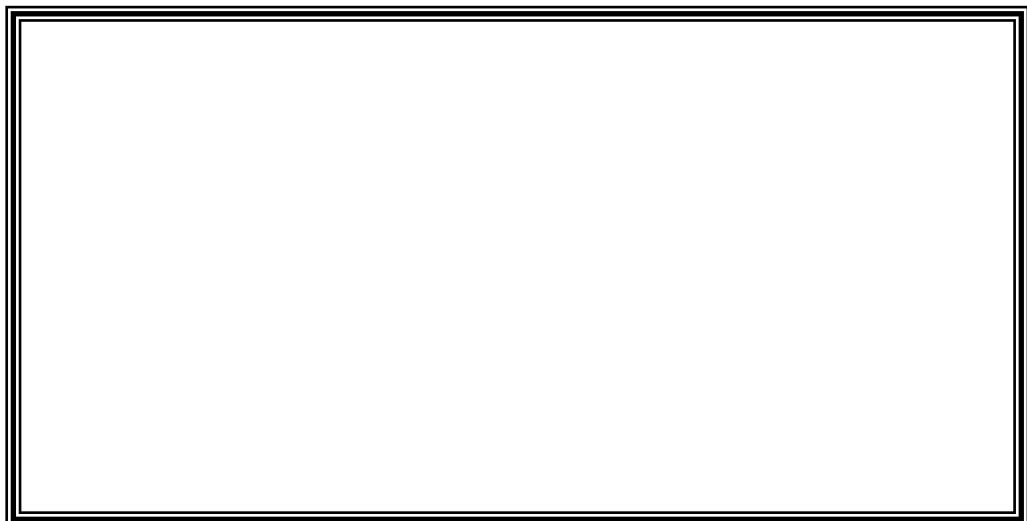
Sending a Postcard to Family Members

People stay in touch with family members who live in other countries in different ways. Some people talk on the phone. Some people use the mail to send letters, postcards, presents, and recordings of their voices. Some people use email or Facebook. Some people call and see family members using their computers or their phones. Maybe they use Facetime or Skype.

Use this side of the postcard to write something for a family member who lives in a different country:



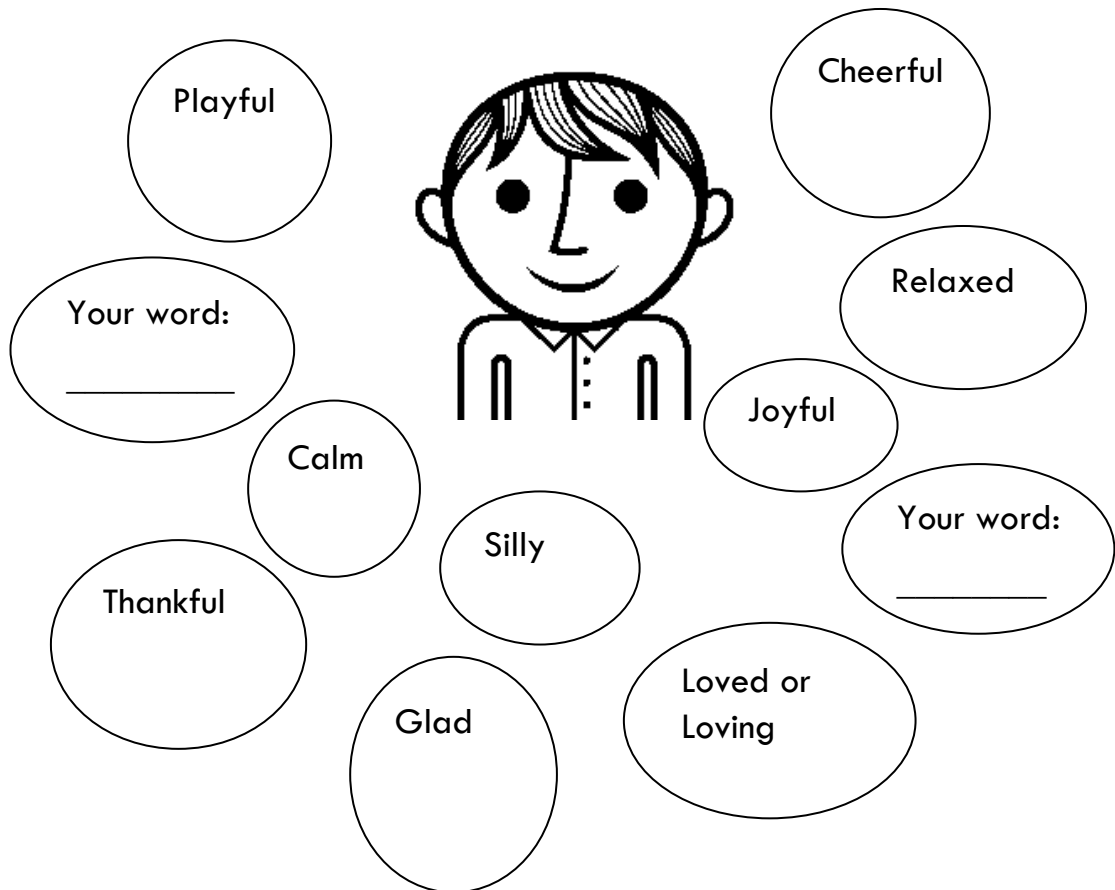
Use this side of the postcard to draw something for a family member who lives in a different country:



What Are Feelings?


Has anyone ever asked you “how are you feeling?” Did you say that you were feeling happy or sad? What about scared or angry? Feelings are the words we use to talk about the different emotions we all have inside of us.

When people feel happy or excited, they can sometimes look like the boy in this picture. Some of the good feelings that people can have when they feel this way are written in the circles. You can also add your own words and can color in the shapes using any colors that you think of when you see or hear the feeling word.



When people feel sad or upset, they can sometimes look like the girl in this picture. Sometimes people cry or get very quiet when they feel this way.

Other feelings that a person can have when they feel this way are in the squares and rectangles. Color them in – and you can add your own words.



Down

Rotten

Lonely

Your own word: _____

Sorry

Your own word: _____

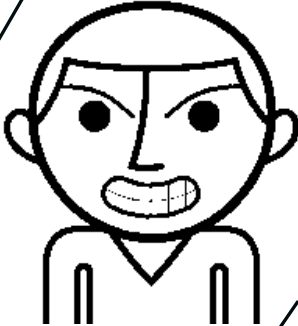
Depressed

Hopeless

Embarrassed

When people feel mad or angry, they can sometimes look like this boy:

Other feelings that a person can have when they feel this way are in the hexagon shapes. Color in the shapes and you can add your own words too.



Grumpy

Frustrated

Annoyed

Cranky

Your word: _____

Furious

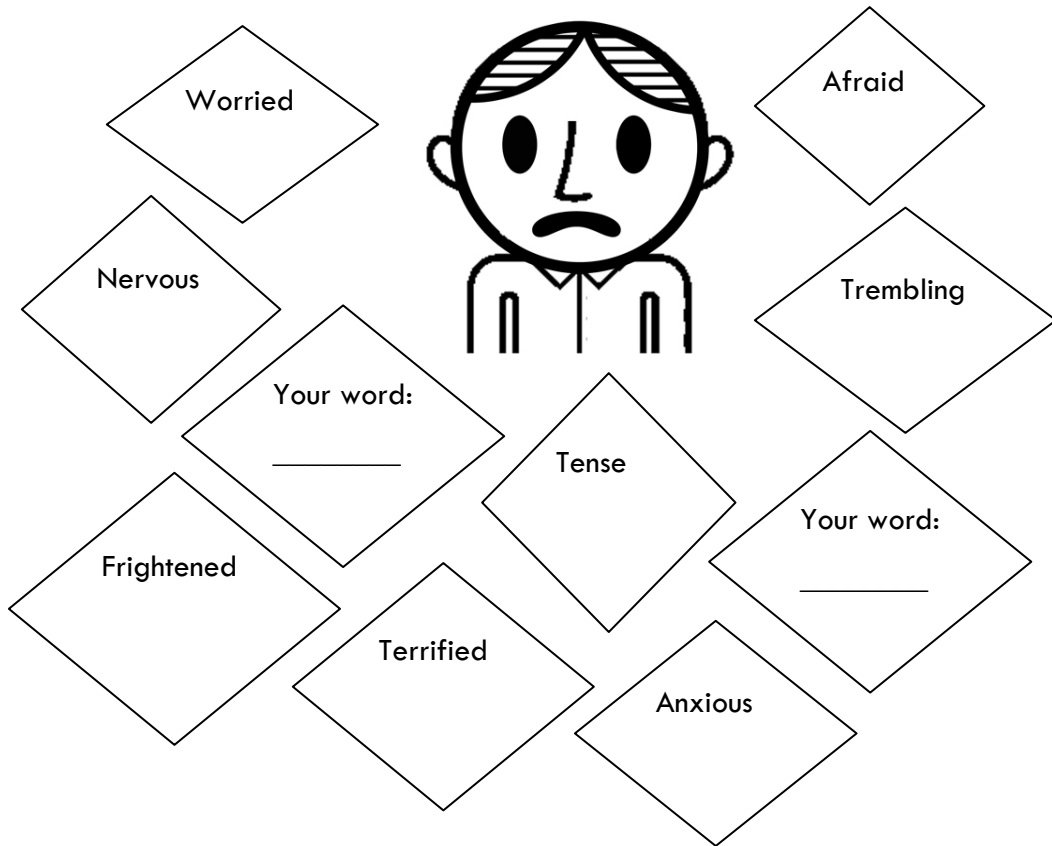
Red-hot

Your word: _____

Fed-up

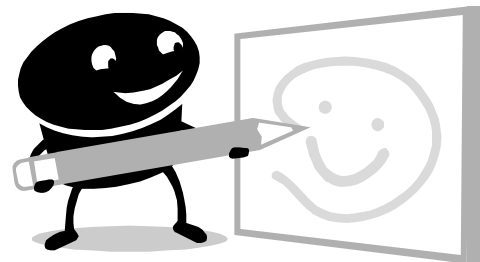
When people feel afraid or scared, they can sometimes look like this:

Other feelings that a person can have when they feel this way are in the diamond shapes.

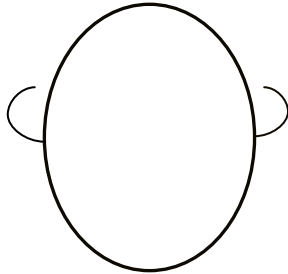


ALL people have feelings and you do too! Our feelings can change. Sometimes we are not sure why we have a feeling. Also, it can be hard to know what we are feeling.

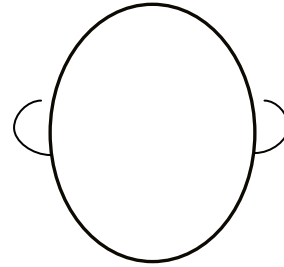
People can show how they are feeling through what they say and do, but also by the look that they have on their faces. We use the word, *expressions*, to talk about the feelings that people show on their faces.



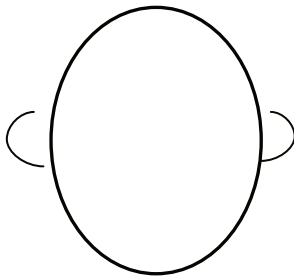
Pretend that these circles are faces. Draw what you think your face looks like when you have these different feelings. You can also add hair, jewelry and anything else you want to!



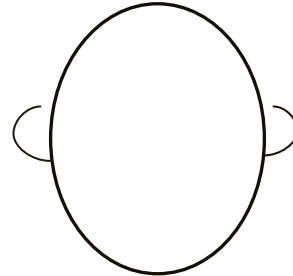
HAPPY



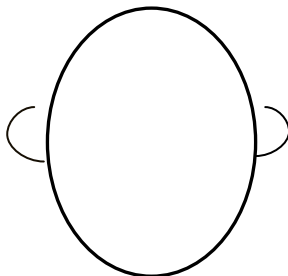
SURPRISED



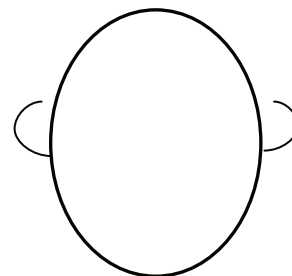
ANGRY



SAD



SCARED

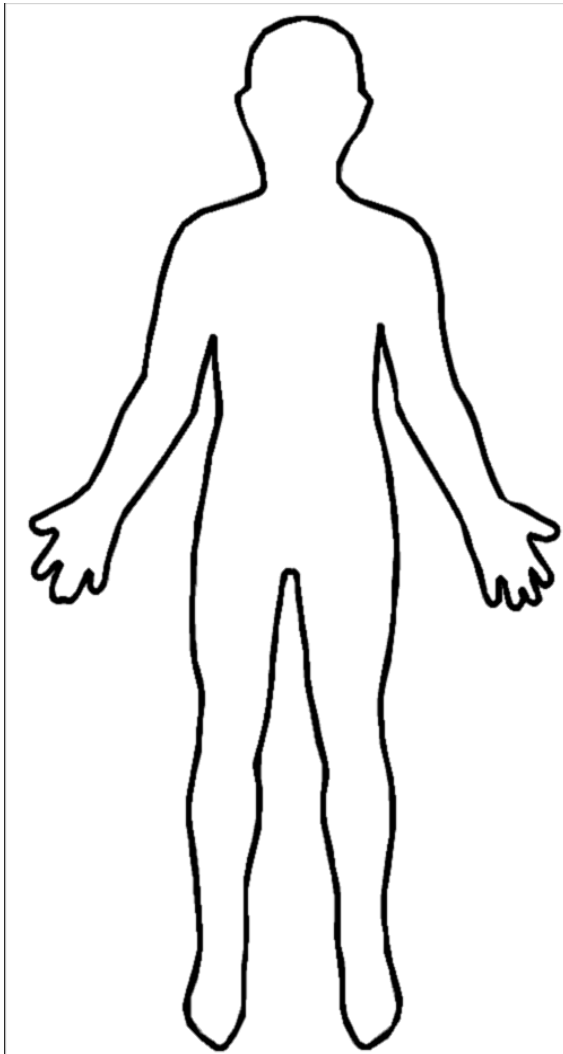


BORED

Feelings are not only in our minds. Feelings are also in our bodies. Sometimes people can get a stomachache or headache if they are feeling scared, upset, or mad. Sometimes people can feel their bodies shake or get dizzy. Some people can feel that it is hard to breathe. Sometimes they can feel like they can't feel anything at all. When people feel angry, sometimes they can feel like screaming inside. Or they can feel like kicking or punching someone or something. Some people cry when they are very angry.

Relaxing My Body

You have already learned how to breathe deeply and slowly and walk slowly. Here you can learn another way to make your body and mind feel calm and relaxed. You can do this by relaxing different muscles in your body. You can color in the figure with a calming color.



Start with your face: crinkle up your nose and close your eyes tightly for 3 seconds. Then let go.

Pull your shoulders up toward your neck and hold them tight for 3 seconds. Then let go.

Make tight fists. Squeeze tight for 3 seconds and then let go.

Make the muscles in your legs tight for 3 seconds. Then let go. Squeeze your toes together for 3 seconds. Then let go.

Finally, shake your whole body for 5 seconds!

MY FAMILY

This is what the word family means to me:

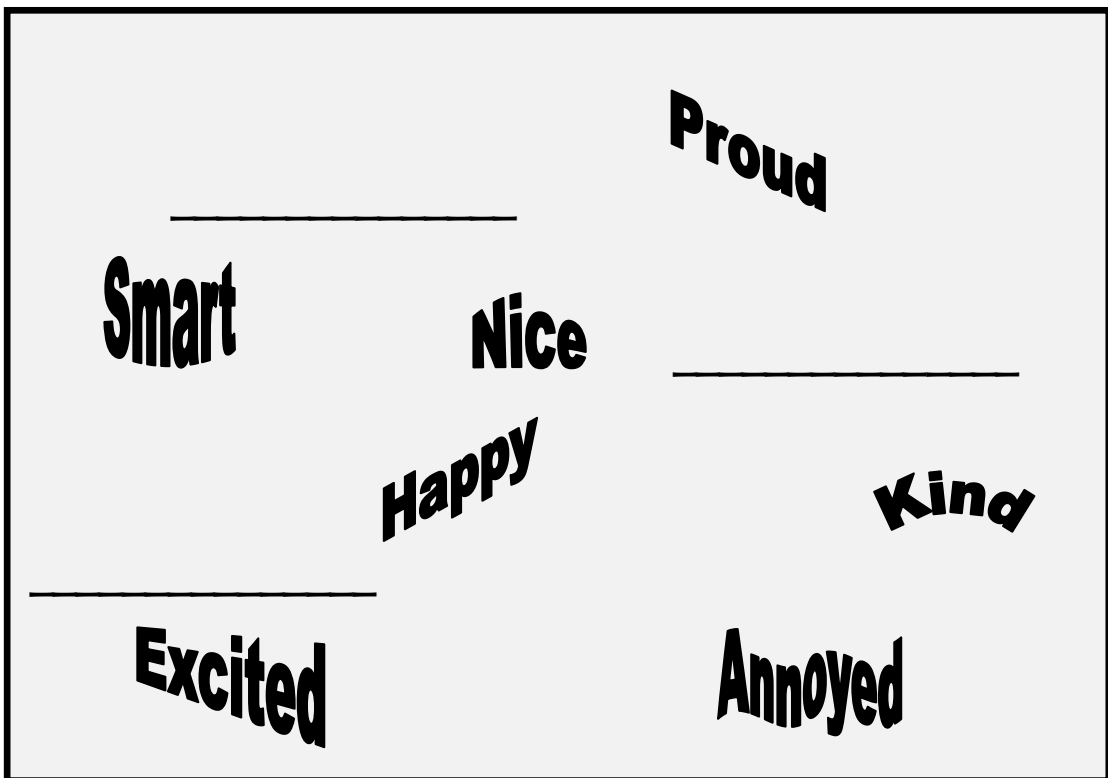
Family can mean different things to different people. For some children, family means two parents, brothers and sisters, or grandparents. For other children, it is one parent or parents and stepparents and lots of other children. Maybe family is important people in your life like a close family friend or a foster mom or dad or a godparent. Sometimes people have family members who live far away. Maybe they have never met them. But everyone has feelings about their family.

This is a picture of me doing what I like to do most with my family

This is what I remember about a time that I helped out or did something nice for another person. That person could be a younger brother or sister, or a grownup family member or friend.

How did you feel after helping another person or doing something nice for him or her?

Circle any of the feelings you felt. You can add in your own feeling words in the open spaces or on the lines:



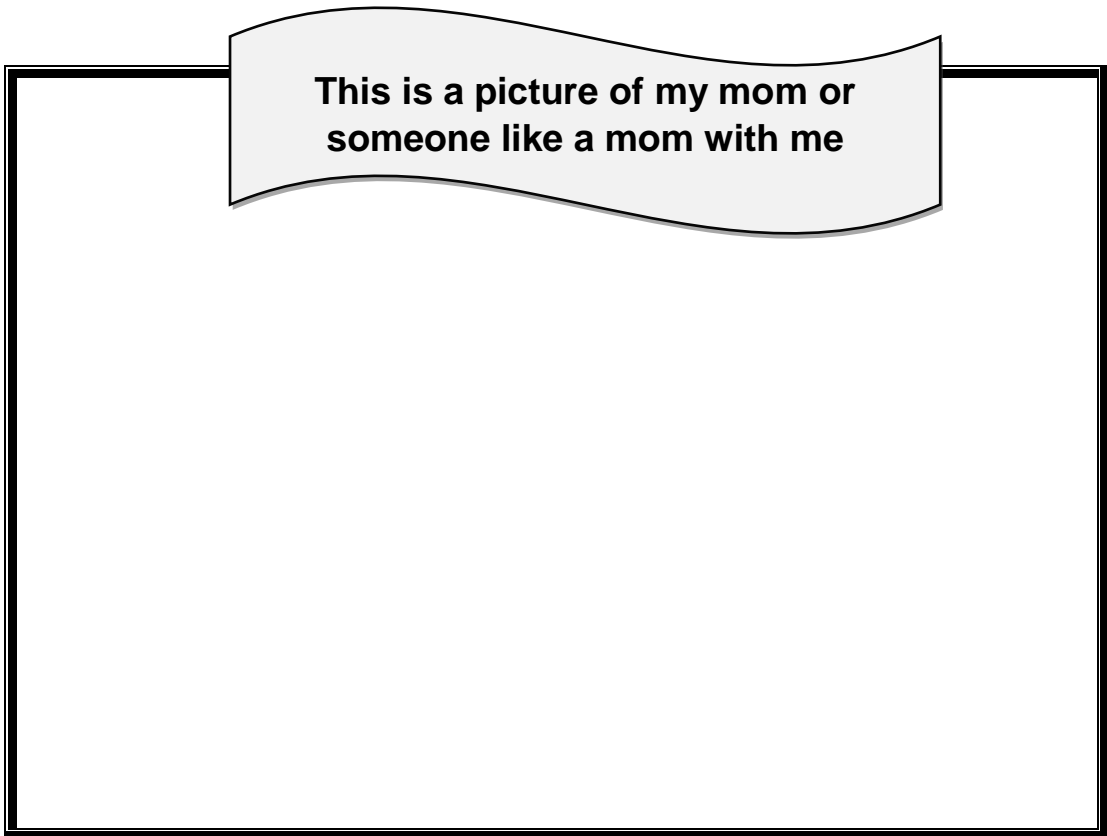
Smart Proud
Nice
Happy Kind
Excited Annoyed



When you finish this page, it is time to breathe slowly or walk slowly! (Go back to page 14 and 15 to remember how to do this if you need.)

My Mom or Someone Who is like a Mom to Me

If you have a mom, you can write and draw about her. If you don't have a mom, you can write and draw about someone else who is like a mom to you.



This is a picture of my mom or someone like a mom with me

One thing that I love about my mom or person who is like a mom to me is: _____

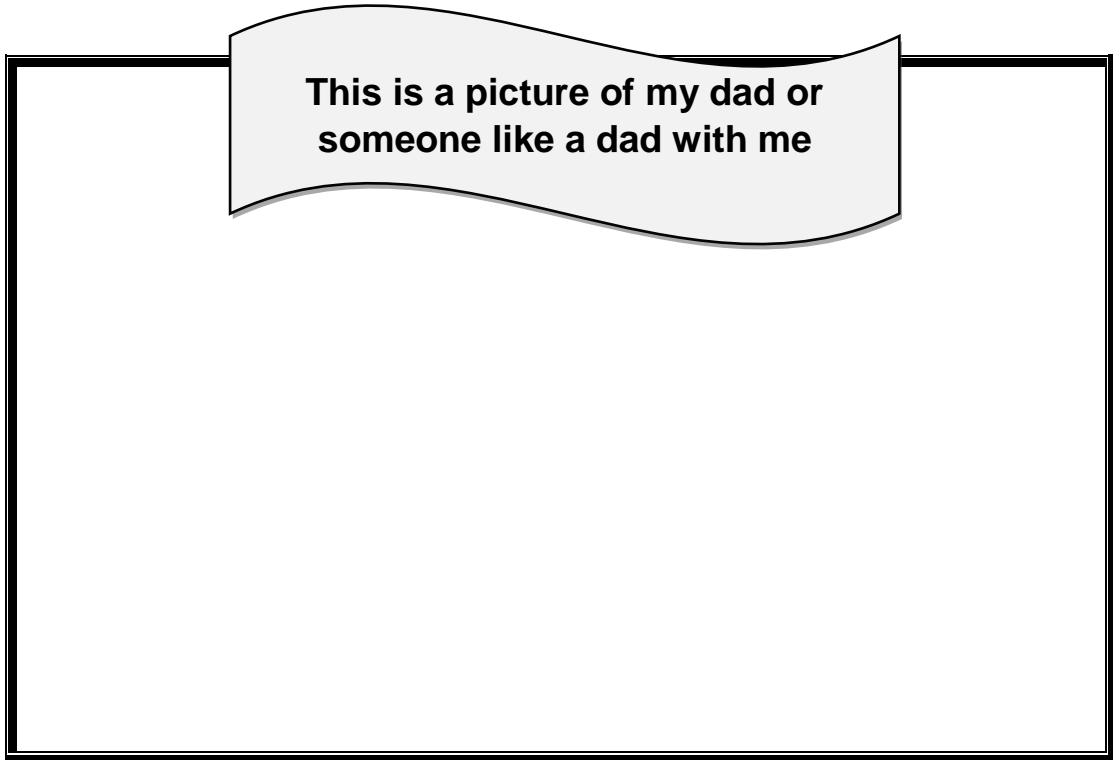
_____.

One wish I have for this person is:

_____.

My Dad or Someone Who is like a Dad to Me

If you have a dad, you can write and draw about him. If you don't have a dad, you can write and draw about someone else who is like a dad to you.



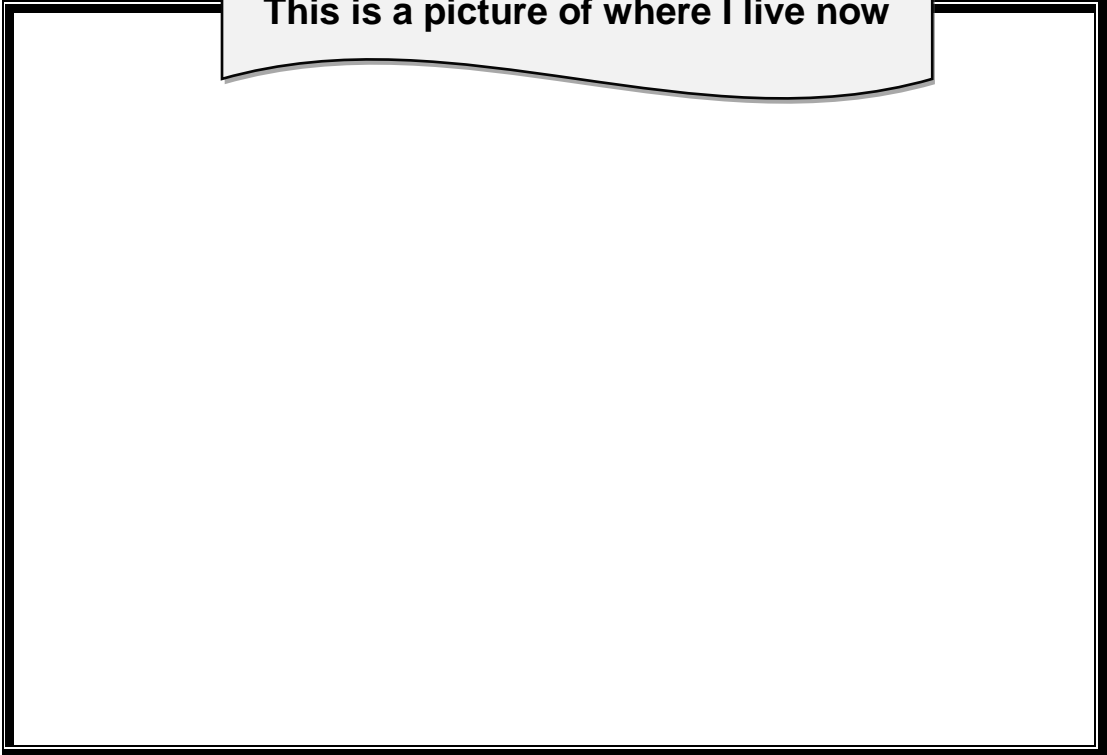
**This is a picture of my dad or
someone like a dad with me**

One thing that I love about my dad or person who is like a dad to me is: _____

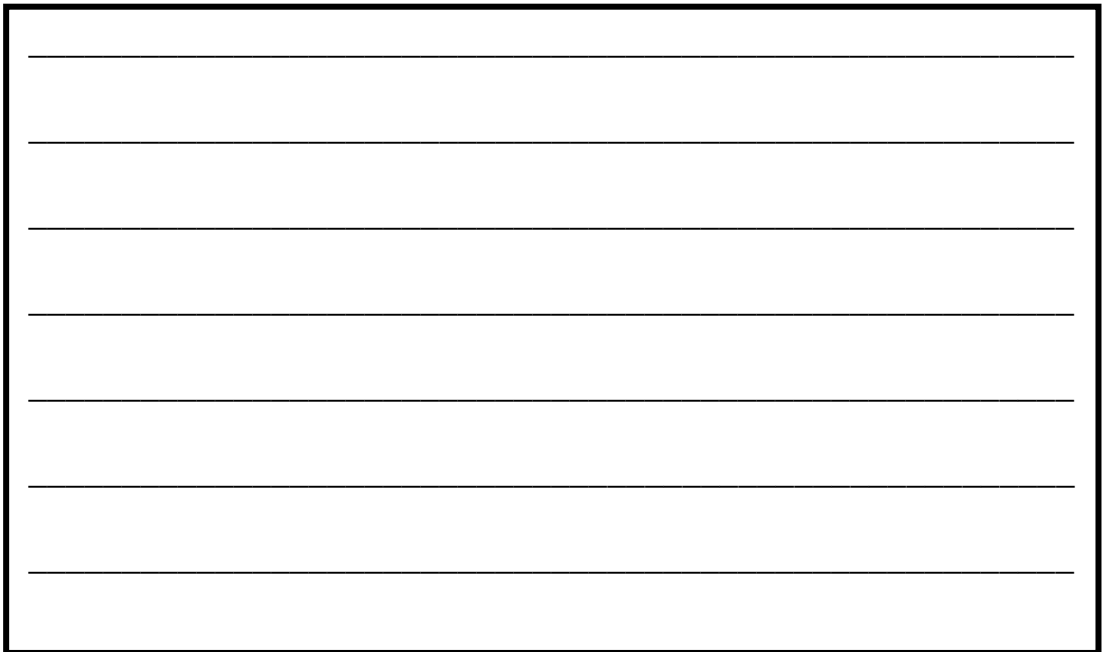
One wish I have for this person is:

Where I Live

This is a picture of where I live now



This is my first memory of where I lived when I was very little:



Families sometimes move to a new home. Some families move many times. Families can move to a different neighborhood, state, or country.

I live or have lived in this many homes:

(Circle the number or write in your own number)

1 2 3 4 5 6 7 8 _____

This is the best thing about where I live now and why I think so:

This is the worst thing about where I live now and why I think so:

**If I have moved, this is a picture
of my old home**





Maybe someone used to live with you, but doesn't live with you anymore. Talk to the adult who is helping you about why you think that person doesn't live with you anymore.

(If one or more people do not live with you anymore), circle all the feelings you have because of this in the box below:

Also circle all the things that have changed because you no longer live with them. You can write your own words in the empty spaces or ask an adult to write down the words you say:

Afraid	Helpless	Dizzy
Nervous	Happy	(Write your word here) _____
Angry	(Write your word here) _____	Less nervous
It's easier to fall asleep	My body feels shaky	Headache
Worried	Relieved	(Write your word here) _____
Sad	Hopeful	I don't feel anything
I want it to be different	(Write your word here) _____	Lonely
Stomachache	Not as scared	Confused

What Are Worries?

All people have thoughts and ideas. Worries are thoughts or ideas about something bad happening that can bother us when they keep coming into our minds. Worries can make us feel nervous or sad, especially if we keep having them day after day. Sometimes worries can make us have feelings in our bodies that we do not like.

But good news! This book can help you with some of the worries. Maybe worries are on your mind for a little part of the day. Or maybe worries are on your mind for most of the day. This book can help you learn what you can do about worries. Children feel better when they have more control over their worries!

Sometimes families have worries that they will be separated from each other because of deportation. Maybe this worry bothers you or your brother or sister or your parents. Maybe a friend at school is bothered by this worry. Adults can worry about being away from their families too.

This is what I can remember about a time when I heard or saw something that made me think that the adults in my family were bothered by worries about deportation:

Circle any of the feelings you had when you noticed that adults in your family had worries about deportation. You can write your own words in the empty spaces.

Fear	Helpless	Dizzy
Nervousness	Sadness	(Write your word here) _____
(write your word here) _____	Frustrated	Not sure what I was feeling
Stomachache	Shaky in my body	Headache
Tearful	Scared	(Write your word here) _____
Worried	(Write your word here) _____	Mad

It can be upsetting to see or hear adults in your family being bothered by worries about deportation.

You can color in the picture of the girl looking out the window:



This is what I think the girl in the picture is thinking about:

These are two things that the girl in the picture hopes will happen:

- 1) _____
- 2) _____

When I am at school or when the grownups who take care of me are at work, I sometimes have these worries:

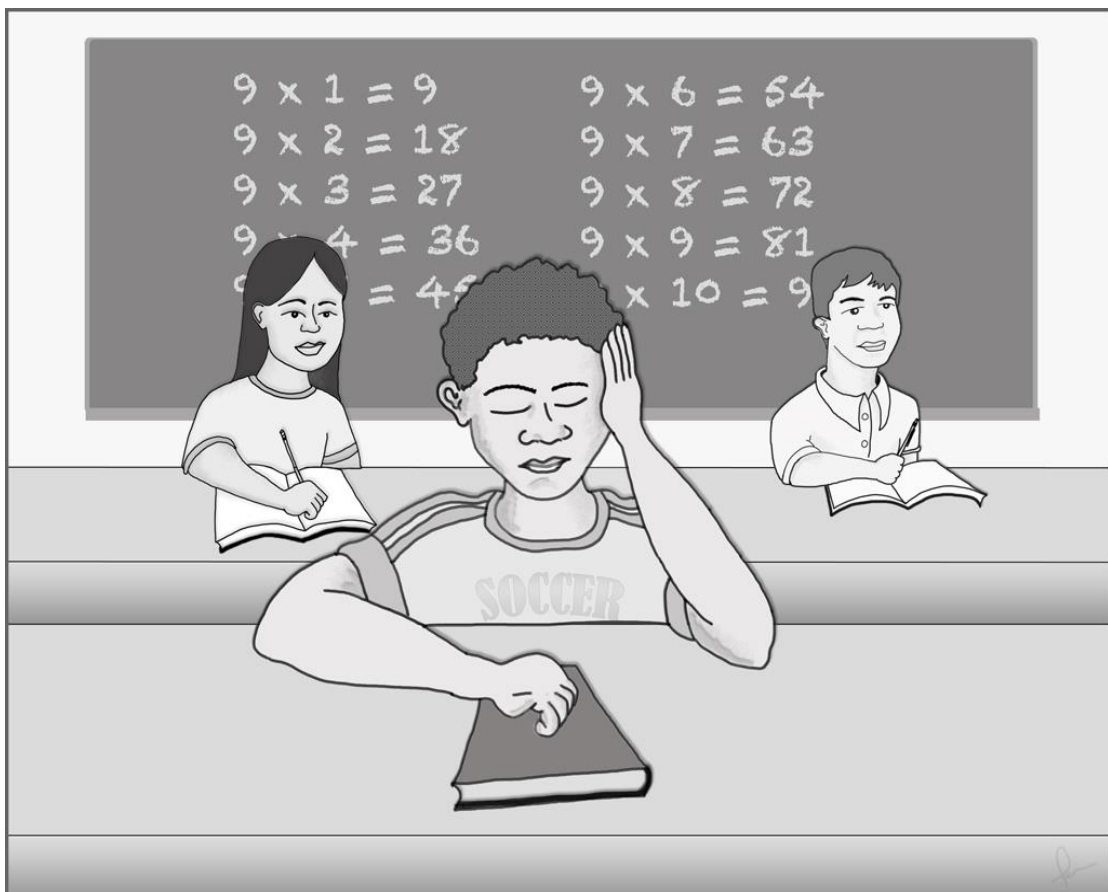


After you finish this page, it is time to breathe slowly or walk slowly! (Go back to page 14 and 15 to remember how to do this if you need.)

Pedro's Worries about Deportation

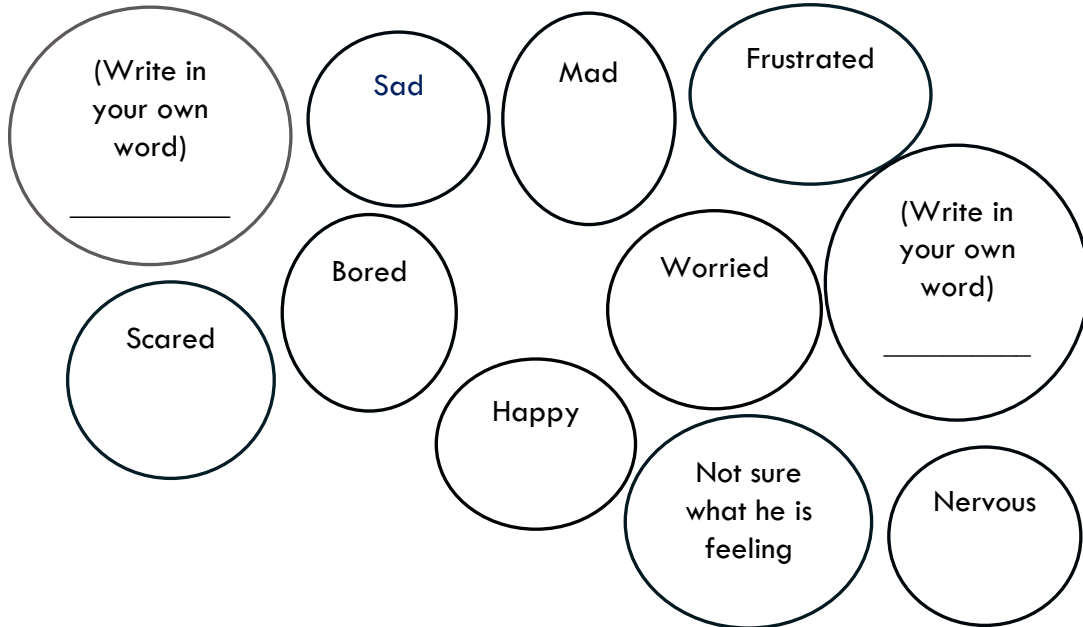
The boy sitting in the front row of the classroom is Pedro. He has some big worries about deportation. Two weeks ago, he heard his mom and dad talking to each other. They said that maybe his dad will be deported back to El Salvador. Since then, Pedro has been feeling nervous. He also has been having trouble sleeping and paying attention in school. His parents don't know that he heard them talking about this.

You can color in the picture of Pedro and the other students:



Color in or underline any of the feeling words in the circles that you think Pedro may be feeling.

You can write your own feeling words in the empty circles.



I think that in the picture, Pedro is thinking:

These are three things that I think Pedro can try to do to feel better:

- 1) _____
- 2) _____
- 3) _____

Deportation and My Family

Not all kids who have worries about deportation feel the same way as Pedro. Different people can have different thoughts and feelings about the same thing. Sometimes this even happens for people in the same family!

- For example, some family members might be very sad or mad about deportation. Other family members maybe talk about how different parts of their body don't feel good.

The ways that family members *show* how they feel can also be different.

- Maybe some family members yell or cry.
- Others maybe look like they have a lot of energy or spend more time by themselves.
- Maybe they drink too much alcohol or take drugs. (These are not good for their health.)
- Sometimes family members do not show that they are sad or angry about deportation, even if they feel that way in secret.

Put a check mark next to any of the sentences that are true for you and your family:



___ No one in my family thinks anyone in our family will be deported.

___ Some or all of the people in my family are worried that me or one of my family members will be deported.

___ Immigration authorities or a judge told someone in my family that he or she will have to leave. (Turn to page 69 for a definition of immigration authorities).

___ Someone in my family was already deported.

___ No one in my family has been deported, but someone has been detained.

Write down how you are feeling.

I am feeling _____.
(write feeling word)

I feel this way:

Circle one:



Some of the time



Most of the time



All of the time

(If you are having negative, unhappy feelings): These are two things I could do that would help me feel better:

1) _____

2) _____

These are two things I think would help the other people in my family feel better:

1) _____

2) _____



You can talk to the adult helping you about:

- The things you checked off on page 47.
- Ways that family members might be acting differently because of deportation.
- How you are feeling.
- Who else you can talk to about worries about an adult who cares for you being deported. Also, who you can talk to if this has already happened.

This is a picture of me talking with someone I trust about my worries and fears about deportation



Do you know any children whose parents or other adults who are important to them who had to leave their family because of deportation?

Circle one: Yes No I am not sure.

This is a picture of a child being helped by a caring adult after the person who took care of the child was deported



Things that Bother Me about Deportation

Some children have learned that giving a special name to the things that bother them can help them feel calmer. That can help them have more control over feelings that can be hard to deal with. Some children are most bothered by worries about a parent or other family member being deported. Worries can sometimes make children have stomachaches or headaches. Some children find that they get angry more often or have trouble paying attention at school because of deportation.

Sometimes it helps to make up a name for something that bothers you. Doing that can take away some of its power over your feelings. You can make it a scary name or a silly name – anything you like.

I am going to call the thing that bothers me most about deportation

_____because_____

_____.

This is a picture of what bothers me most when I think about deportation



When worries about someone I love being deported get **BIG**, this is what happens to me:

The worries that children can have about deportation may feel *very little* on some days and really **BIG** on other days. Maybe it feels big a lot of the time. Even when children are bothered by something, sometimes they can stop it from getting in the way of doing what is fun and safe.

Some children who have worries tell the worries that they aren't going to listen to them anymore. Other children tell the worries, "YOU AREN'T THE BOSS OF ME!" Some kids might outsmart or trick their worries.

**Now you practice telling your worry to go away!
Ready? At the count of three, give it a try! 1, 2, 3...**

This is Cristina's story about how she figured out how to stop worries from getting in the way of her life:

Cristina really liked playing soccer after school. But, when her mom told her that she might be deported, Cristina stopped going to her soccer games. Instead, she went right home after school, because she had big worries about her mom being taken away from her.

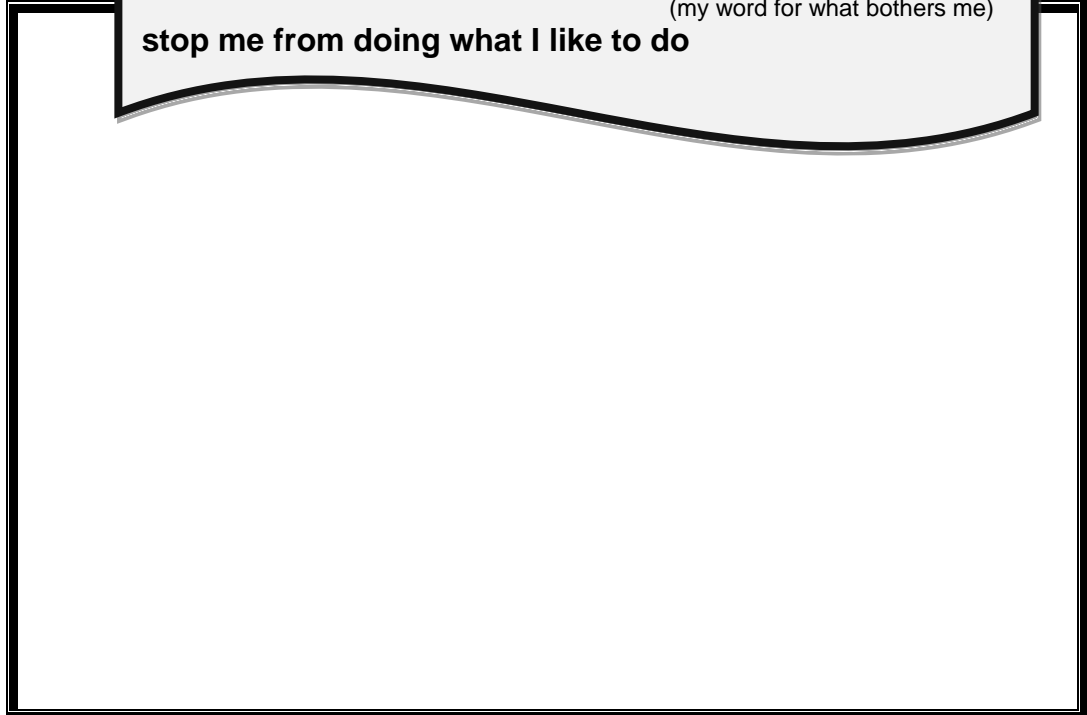
One day, Cristina decided that she was not going to let the worries stop her from going to her soccer game. She told herself again and again that she would feel better if she did something that would make her mind and body feel good. For Cristina, this was playing soccer.

That day she played and she felt better than she had in many weeks. She even scored two goals for her team! Later that night at home, Cristina's mom told her that she was happy that she was having fun again.



This is my story about a time that I didn't let _____
(the word for what bothers me)
stop me from doing what was important or good for me. This is
how I did that:

**This is a picture of me NOT letting _____
(my word for what bothers me)
stop me from doing what I like to do**



Maybe someone in your life knows that you can still do good things, even when worries about deportation are bothering you. You can write down who this person is or tell the adult who is helping you:

(For example, my mom, uncle, teacher, coach)

Here are three things that I can do even when _____
 (your word for what bothers you)
 tries to stop me from doing good things:

- 1) _____
- 2) _____
- 3) _____

Every child has a special way of thinking and feeling about worries or other things that bother him or her. These things can make some children feel sickness or pain in their bodies. Learning to relax can help children's bodies feel better.

Other children also have worries and other things that bother them like the ones you wrote. They shared their ideas about how to stop these things from bothering them or how to make those worries smaller. You can circle the ideas you like and add your own ideas in the empty boxes:

Talk to an adult	Pet an animal	Go to church or talk to a priest, minister, or healer
Join a club or church group	Talk to a school counselor	Exercise or play sports
Ride a bike	Breathe very slowly	Write down worries and put them in box
Snuggle with a favorite pet or stuffed animal	Talk to a best friend	Talk to a teacher
Talk to a coach	Go on a walk in a safe place	Hug someone I love
Walk very slowly	Talk/visit with neighbors or friends	Do an art project
Write in a journal	Talk to the school nurse	Help other children
Pray	Read a book	Dance
Play with a friend	Start a collection of fun things	Sing a song
_____ (your good idea)	_____ (your good idea)	_____ (your good idea)

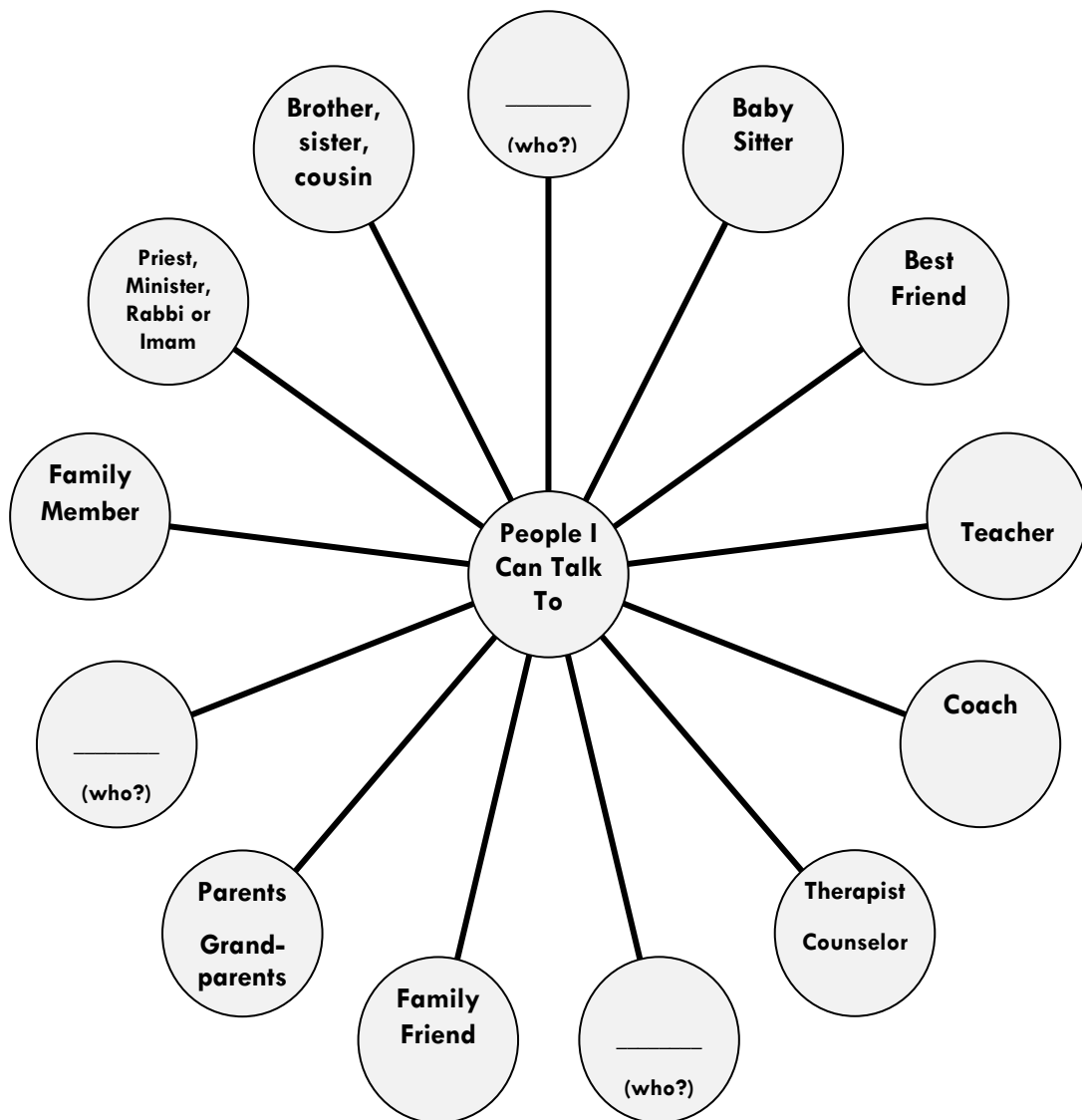
People I Can Talk To

When something is bothering you, do you usually tell anyone?

Circle one: Yes No Sometimes

Even if you feel alone with your worries or other things that are bothering you, you probably know at least one person you know who can help you feel better.

Put a big circle around any of the people you can trust with your feelings when something is bothering you. You can use the empty circles to add the names of more people:




This is how other people can tell when worries or problems are bothering me:

These are four things I know I can do when worries or other problems are bothering me, to help me feel better:

- 1) _____
- 2) _____
- 3) _____
- 4) _____

This is a picture of me doing something to feel better when worries are bothering me



DREAMS

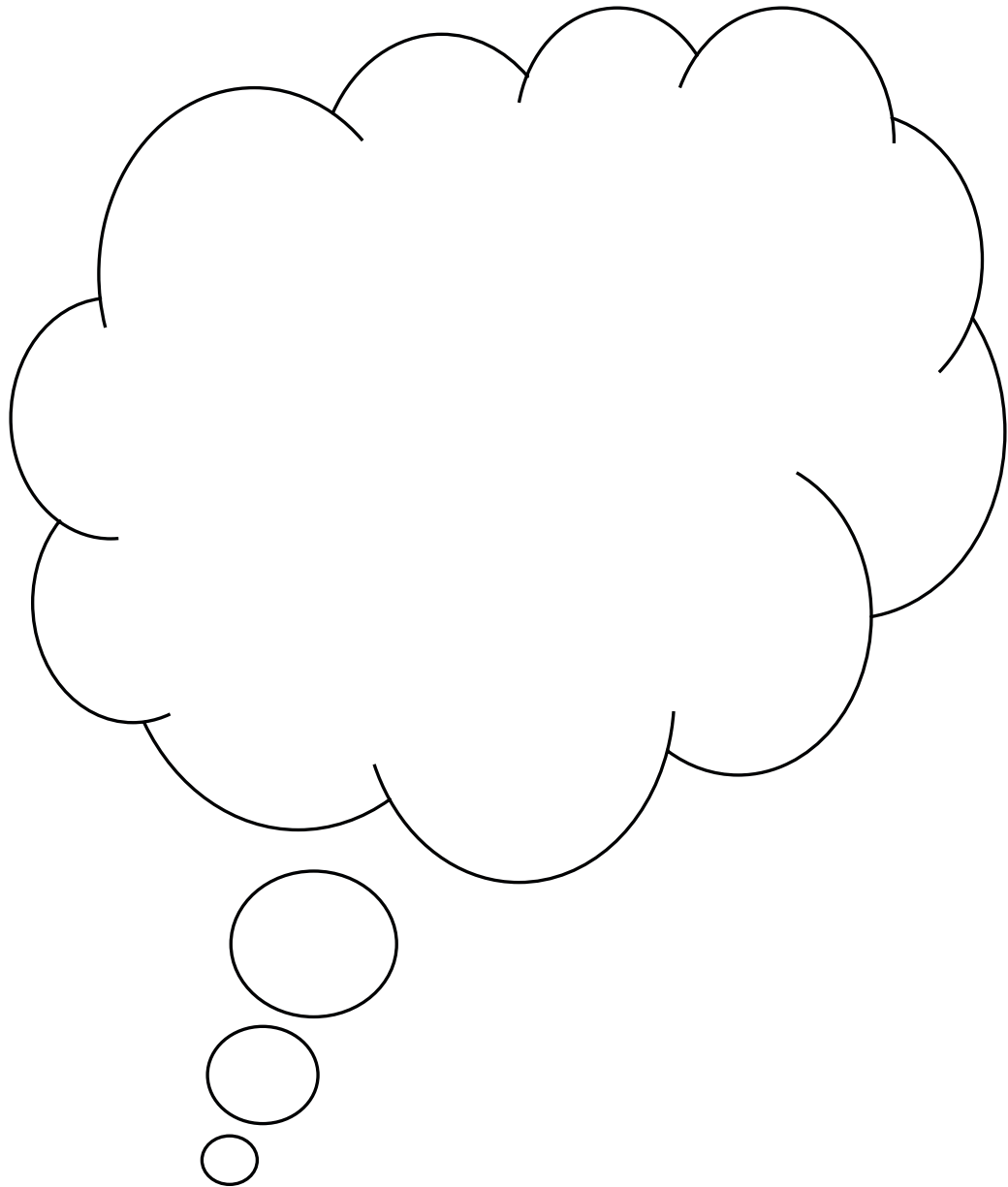
Everyone has dreams. Some dreams are happy. Other dreams are scary or upsetting. Many people dream when they are sleeping, but sometimes people also daydream. This happens when a person is awake, but his or her mind is thinking about other things, sort of like dreaming.

You can color in the picture of the boy. You can also draw what you think he is dreaming about in the dream cloud if you want:



This is what I think the boy in the picture is dreaming about:

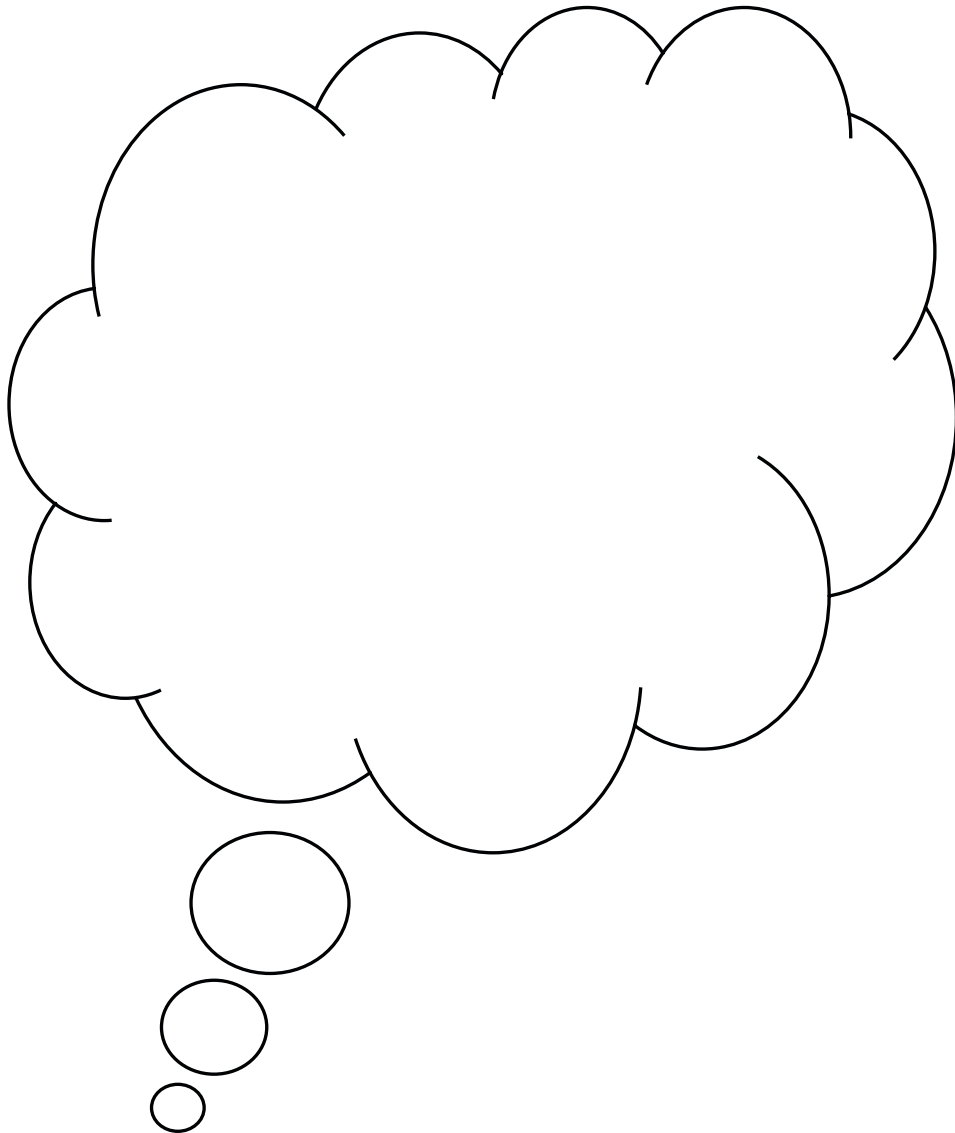
This is a picture of my BEST dream:



This is what happened in my BEST dream:

A dream that is upsetting or scary is usually called a *bad dream* or *nightmare*. Talking and writing about our dreams and drawing a picture of our dreams can be a good idea. This can help us feel more in control and not as scared when they happen. It can even make the bad dreams come less often.

This is a picture of my WORST dream:



This is what happened in my WORST dream:

This is how I wish my worst dream had ended instead:

This is a good time to talk about how you are feeling to the adult who is helping you. It can really help a lot to talk about bad dreams and other worries. Grownups can help you with your feelings about them.

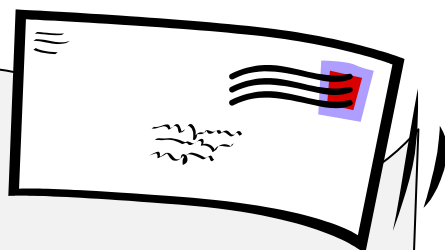
You can also talk with your adult helper about how it feels to work on this activity book.



Before you start the next page, it is time to breathe slowly or walk slowly! (Go back to page 14 and 15 to remember how to do this if you need.)

Helping Out Juanita

This is a letter from a girl named Juanita who wants some help because she has bad dreams and is scared about her mother being deported:



I found out that my mother might be deported back to Honduras, the country where she was born. Since then I have had a lot of scary nightmares! Sometimes I wake up at night because I am scared. Then I can't fall back to sleep for a long time. What can I do when I wake up from having a bad dream to help me go back to sleep?

Your friend,
Juanita in Texas

Write down three things that you think Juanita could do to help her calm down and go back to sleep after waking up from a bad dream:

1) _____

2) _____

3) _____

Here are some more ideas that Juanita and kids like you could use to fall back to sleep after having a bad dream.

Circle any that you think might work for you:

Talk to an adult	Pet an animal or stuffed animal	Say a prayer
Write in a journal	Count slowly	<hr/> (write your own idea)
Think of a calm and relaxing place	Practice breathing deeply and slowly	Write down worries and put them in box
Drink some water	Snuggle with favorite stuffed animal or doll	Listen to relaxing music or sing a song
Think of your favorite memory	Relax all parts of your body moving from your head to your toes	Wrap yourself in your blankets
Hug a person or animal you love	<hr/> (write your own idea)	Read your favorite book

This is what I think would help Juanita most:

Using My Imagination to Relax

Now it is time to learn how using your imagination can help you relax your body and mind! Close your eyes (if you want to) and imagine a place that is calm. This can be a place where you have happy memories and feel safe. Imagine that you are there. Pay attention to different things that you can see, hear and smell there. Try to imagine how your body feels there.

If the place where you feel the calmest is the beach, imagine playing in the sand, listening to the birds and the waves. Can you feel the sand underneath your toes and the warm sunshine on your skin?



Or maybe your best place to be calm is sitting with your family eating your favorite food in the kitchen. Think about the smell of the delicious food and how good the food tastes in your mouth. Are you thinking about getting seconds?

My special place to feel calm and relaxed is:

_____.

In my special place, I would see these three things:

1) _____

2) _____

3) _____

My special place smells like:

_____.

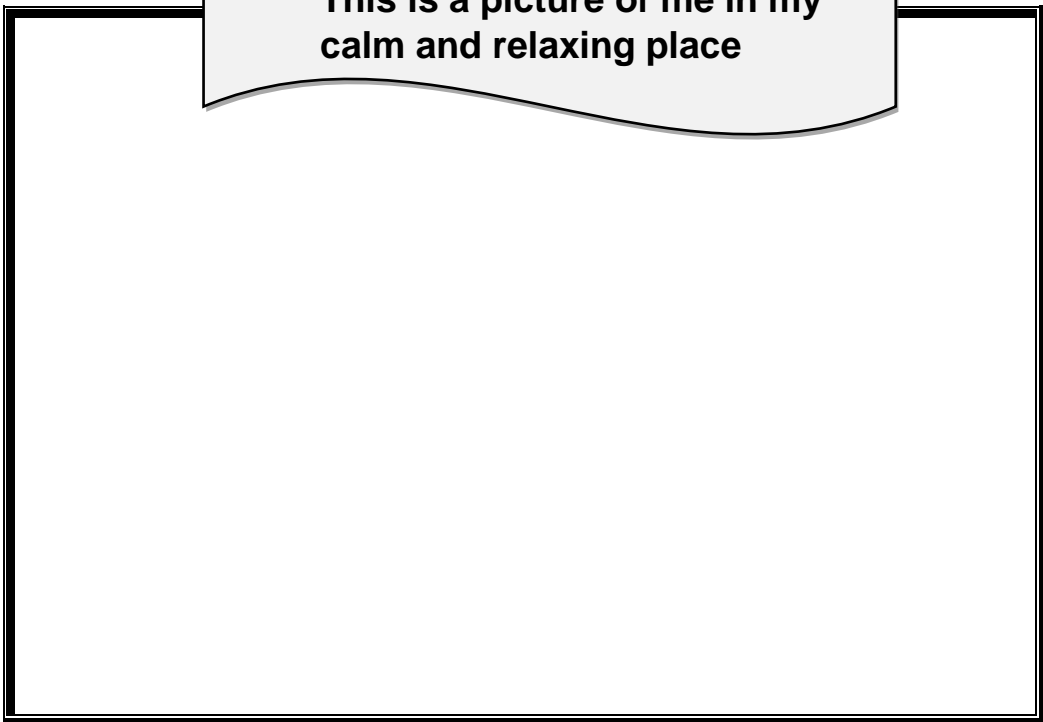
My favorite thing about my special place is:

_____.

Write about your calm and relaxing special place:

_____.

**This is a picture of me in my
calm and relaxing place**



Religious Faith and Community

Many people are part of communities that believe in God or the goodness of people. That can help people in hard times. People can feel supported and loved, by God and by other people. Some families go to church. Others may go to another holy place like a temple, mosque, or other prayer place. Others may pray at home. Others believe in God, but do not say prayers or go to church. Some children and families find support in other ways. Some people don't believe in a God but believe in something else that is important to them.



Some Latino families go to spiritual leaders or healers in their community when they are not feeling well in their body or their mind. They may practice *curanderismo*, *espiritismo* or *santería* and get help from healers like *curanderos*, *espiritistas* or *santeros*. Some people may also pray to saints, to the Virgin Mary, or to their Guardian Angel. Some people pray to their ancestors or to spirit guides.

Put a check mark next to every sentence that is true for you:

- I say prayers.
- My family goes to church, mosque, or temple.
- My family does not go to church, mosque, or temple.

If you believe and God or pray, write how this can help you when you are facing hard times:

Some people believe in the goodness of the universe and of people. If you believe in this, write two ways this helps you:

1) _____

2) _____

Planning Ahead

Children who are worried about a family member being taken away from them because of deportation and detention can feel better when they know that there are other people who can care for them. This can also help children feel better who have already had a family member deported or detained. Some families keep important information with the phone numbers and addresses of family members, friends, and neighbors who can take care of children in the case that they are separated from family because of deportation or detention.



Ask the adult who is helping you if your family keeps important information like this. If you don't know where this information is, talk with the adult about who you can ask to find out. Maybe the adult can help you make your own list of important information and decide on a safe place to keep it. You can talk about who you can call or go to for help if a grownup you love or care about is being deported.



If I find out that a grownup I love or care about is being deported, this is what I can do:

This is what it was like for me to work on this activity book:

On pages 97 and 98 there are some answers to questions that many people have. If you still have questions, write them down here. Then talk to the adult helping you about where else you might be able to get your questions answered!

These are two questions that I still have about deportation or detention:

1) _____

2) _____

Try your best to answer these questions:

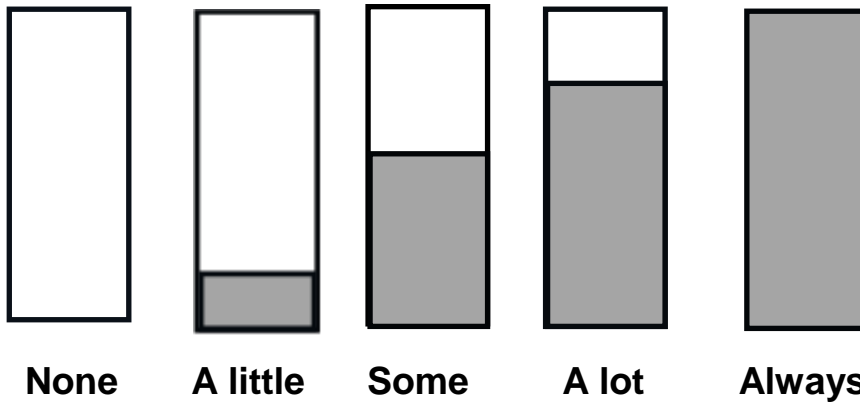
I know this much about deportation and detention:

Circle one:



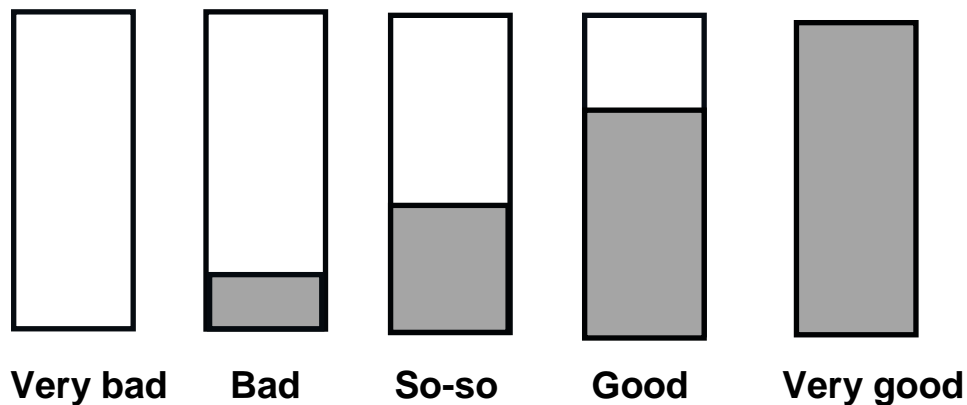
How much of the time do you feel “nervous”?

Circle one:



How do you feel about yourself?

Circle one:



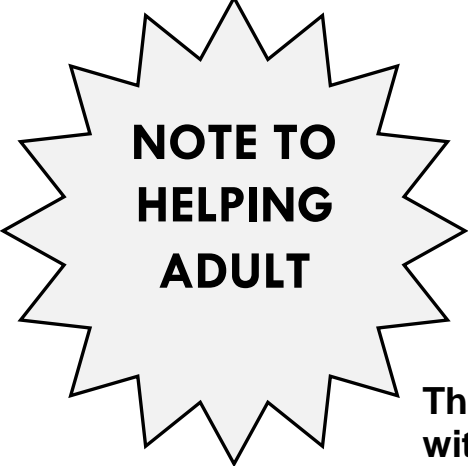
IMPORTANT:

Children should talk with the grownup who helped them with the book to decide if they should go on to the next section (Part 2) or stop here.

Children who are finished with the book after completing the first section (Part 1) can turn to page 100 for their special certificate for finishing!



IMPORTANT!



**NOTE TO
HELPING
ADULT**

The next section should **ONLY** be completed by children who have **actually been separated from their parents, or other people who care for them because of deportation or detention.**

This section is NOT for children who live with the threat and worry of these actions taking place – just for children who have actually lived through a parent’s or caretaker’s detention or deportation.

Children who have NOT experienced a caregiver’s detention or deportation could become more frightened about these events taking place if they work on the next section. However, the next section can be very helpful to children who have actually experienced the detention or deportation of a parent or other family member.

Children should complete this section at their own pace. They should not be forced to do or complete any activity if it upsets them. If they get upset and don’t want to continue, they are not being disobedient. Instead, they are showing you how the feelings they are having are very difficult for them.

Be patient and caring, rather than disciplining them or pushing them to continue. Give them the choice.

Part 2: My Story about What Deportation has been like for My Family and Me

This second part of the activity book is just for children whose mothers, fathers, or someone else they love or care about and who help take care of them have been deported. This part of the book is also for children whose mothers, fathers, or other adults who care about them are in a detention center.

Immigration authorities are people who work for the U.S. government. Their agency is called **I**mmigration and **C**ustoms **E**nforcement, so people call people who work for that agency "**ICE.**" One of their jobs is to arrest, detain or deport people whom they believe are breaking the law because they don't have special immigration papers to be in the U.S.

Some children may have been with the adults who care for them when ICE took them away. Maybe some children were at school when it happened. In some families, the adults were already in jail or prison when immigration authorities or a judge sent them to a *detention center* for immigrants. Then they were deported (sent back to the country where they were born.) Other adults might have decided to go back to the country where they were born because ICE or a judge told them they would be deported.

These are the important people in my life who were detained, deported, or left the U.S. after ICE or a judge told them they have to leave: (for example, father, aunt, grandmother)

I am not sure if that family member a person in my life was detained, deported, or left the U.S. after ICE or a judge told him or her to leave. The person I can ask to find out is my:

(write relationship)

My _____ has been away for this many _____
(write relationship)
(Circle one:) **days** **weeks** **months** **years**

Answer the next four questions, all beginning with this sentence:

When the adult who loves me and cares about me was detained, deported, or left the U.S. after ICE or a judge told them to leave:

1) This is where I was:

2) This is what time of day it was:

Circle one: Daytime Nighttime I am not sure

3) The people who were with me were my: (example, mom, dad, grandma, teacher, classmates)

4) This is what I was doing:

(If you were with the adult who ICE took away)

Put a check mark next to every sentence that is true for you:

- I did not understand what was happening to him or her.
- I understood what was happening to him or her.
- I felt like there was nothing I could do to stop him or her from being taken away/detained.

(Answer this question if you were NOT there when ICE took the adult who cares about you or when ICE or a judge told that person to leave the country):

This is how I learned about what happened to this special person:

This is what other people said to me about what was happening to this special person:



Talk to the adult helping you about how you are doing with the book. You can also talk about anything else you would like.

This is a picture of what I was doing when ICE detained or deported my special adult, or when ICE or a judge told my special adult to leave the country

Circle any feelings you had after being forced to be away from your special adult. Write your own feeling words in the empty spaces. You can color in the boxes using any colors that remind you of that feeling:

Sad	Calm	Sick	Like no one gets it
Happy	My thinking was very fast	Embarrassed	Frustrated
Not sure what I was feeling	Mad	Guilty	_____ Your word
Scared	Hopeful	Worried	Like I was in a dream
_____ Your word	Surprised	I didn't feel anything	Helpless



When you finish this page, it is time to breathe slowly or walk slowly! (Go back to page 14 and 15 to remember how to do this if you need.)

Right after My Family Member was Taken Away or Had to Leave

(If your special adult was detained or put in jail) the first thing that I thought of when this happened was:

Since my special adult was taken away or left the U.S. after being told to leave by ICE or a judge, I have heard grownups talking about feeling angry, sad or worried about:

When I hear these things, I feel:

Put a circle around any of the feelings you have or add your own words in the empty spaces:

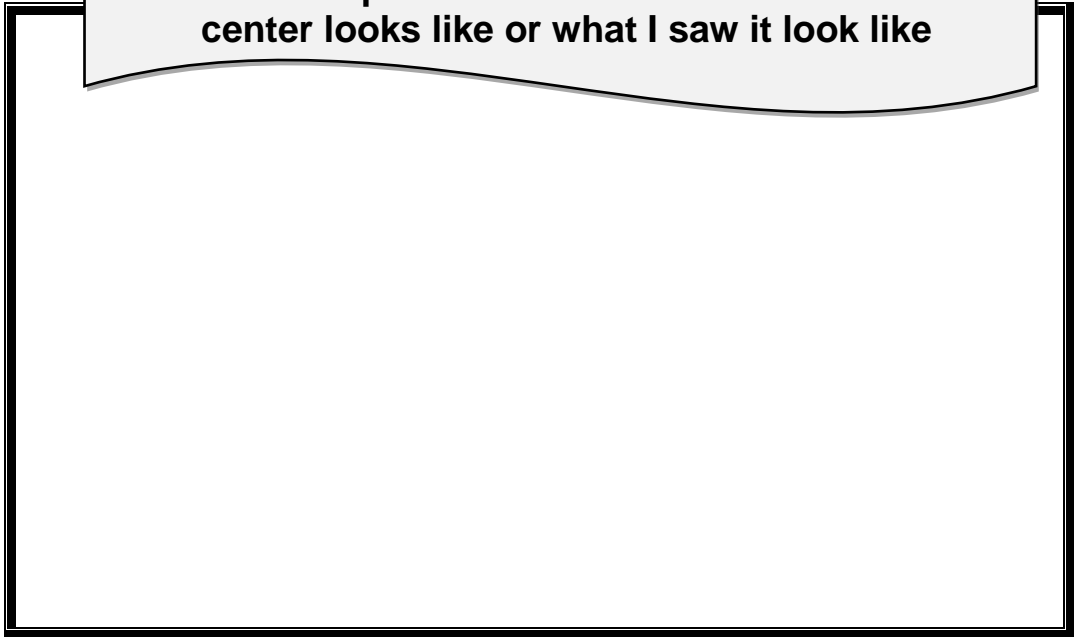
Sad	_____ (your word here)	Dizzy
Worried	Stomachache	_____ (your word here)
Hopeful	I wish they would talk about something else	Lonely
_____ (your word here)	Bored	Not sure what I am feeling
Mad	_____ (your word here)	Headache
Guilty	Excited	Like no one understands me

Detention Centers

Put a check mark next to every sentence that is true for you:

- An adult who cares about me is at a detention center now.
- An adult who cares about me used to be at a detention center, but then he or she was deported.
- An adult who cares about me used to be in a detention center, but then he or she was allowed to come home again.
- I saw or spoke to my special adult in a detention center.
- I did not see or speak to my special adult in a detention center.
- I am not sure if an adult who cares about me was ever at a detention center.
- I am not sure if an adult who cares about me was deported.

This is a picture of what I think a detention center looks like or what I saw it look like



Children who love or care about an adult who has been detained or deported often want to talk to this special person. Maybe they want to ask questions about the deportation or detention. Maybe they want to let the person know that they did a good job on a school project or watching a younger brother or sister. Or they just miss that special person. But, usually, they cannot talk to this person much because he or she is in a detention center or has already been sent back to his or her old country. Sometimes they cannot talk together at all.

This is what I would like to say to my special person:

If this special person could tell me something important right now, this is what he or she would probably say to me:


If someone asked this special person to say three good and special things about me, he or she would probably say:

- 1) _____
- 2) _____
- 3) _____

Sometimes when people are taken away from each other because of deportation or detention, they can't talk to each other or give each other hugs or kisses. But this doesn't mean that they don't miss or think about each other!



This is a picture of me thinking about my special adult



This is a picture of my special adult thinking about me

Different People Who Take Care of Me

Since ICE took away my special adult who takes care of me, this many people have taken care of me (circle one):

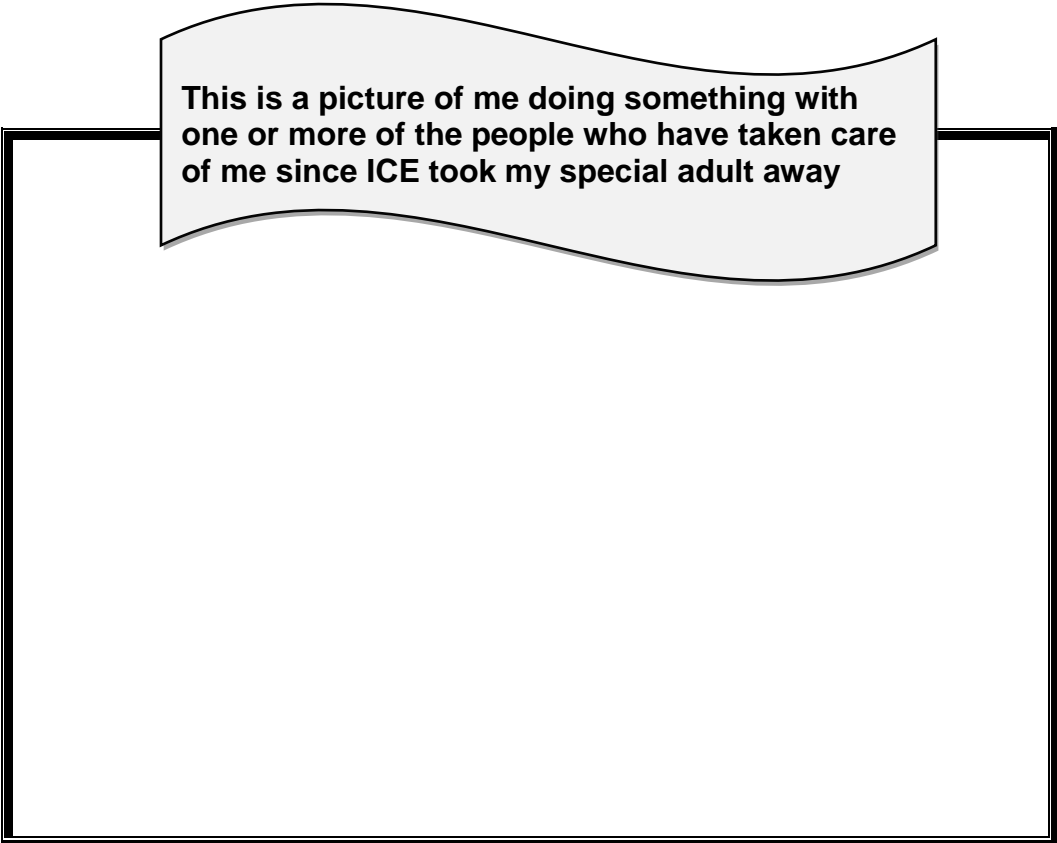
1 2 3 4 5 6 7 8 9 10 I am not sure how many

This is how many people used to take care of me before my special adult was taken away from me: _____.

The person who has taken care of me the most since being separated from my special adult is my:

_____.

(Write the person's relationship to you: sister, grandmother, foster mom...)



This is a picture of me doing something with one or more of the people who have taken care of me since ICE took my special adult away

The thing I like **best** about the people or person who takes care of me most now is:

This is one thing I wish was different about the people or person who takes care of me most now is:



After you finish this page, it is time to breathe slowly or walk slowly! (Go back to page 14 and 15 to remember how to do this if you need.)

Brothers and Sisters

Sometimes older children in the family take care of their younger brothers and sisters. This happens a lot in families when a mom, dad, or other caring adult has been deported or detained. (It even happens in other families too, when parents are very busy with work or there is only one parent. It also happens in families with lots of children and in families with a sick parent.) Maybe you have new chores to help around the house, like washing the dishes or making dinner for the family.

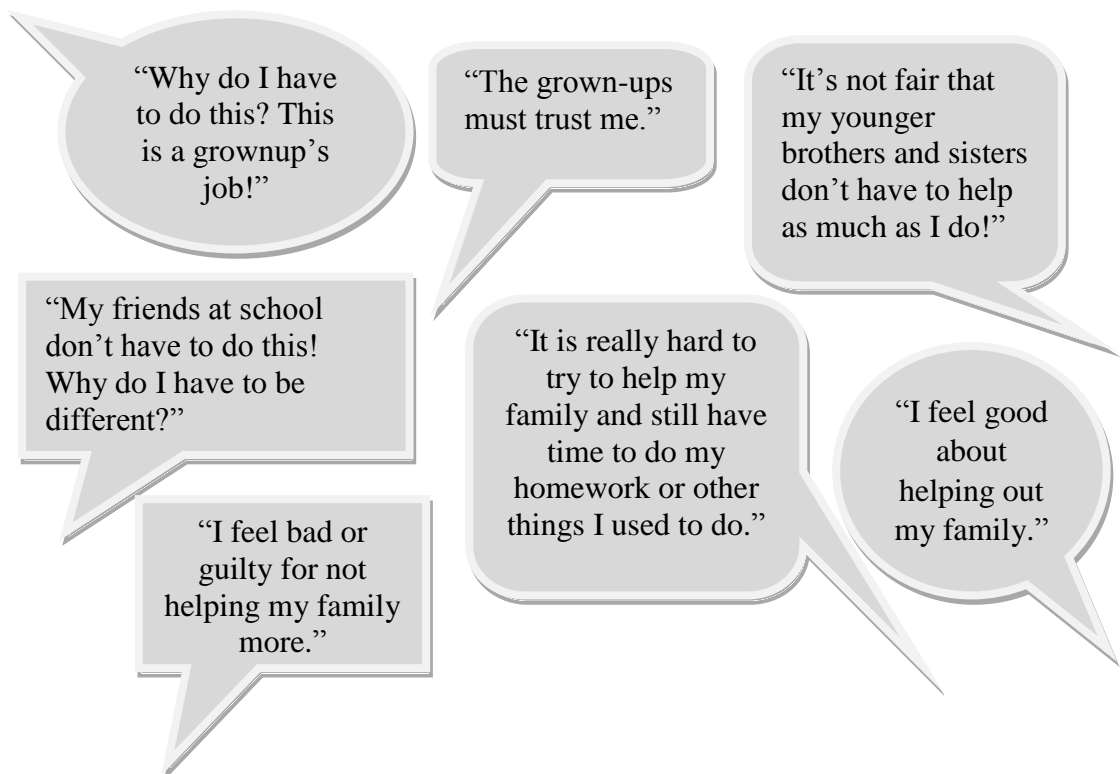
You can color in the picture of an older child taking care of a younger child:



If you have brothers or sisters whom you help take care of, use this space to write about any of the ways that this has made changes in your life. You can also write down any chores you have that you didn't do before your special adult was taken away from you.

Children who take care of younger or other children in their family in some way can have different thoughts and feelings about doing this. Sometimes children can feel good about what they are doing to help, but they may also feel angry or sad or wish they didn't have to do it, for example.

Circle all of the thoughts that you have had:



Sometimes changing negative, unhappy thoughts into more positive thoughts can make people feel better.

Write down three positive thoughts that you can think of next time you have to do chores or help take care of other children:

1) _____

2) _____

3) _____

If you have had to help take care of your younger brothers and sisters or other children and/or help around the house in ways you didn't before, circle the feelings you have about this or add your own in the empty spaces:

Happy	_____ (your word here)	Tired
Worried	Proud	_____ (your word here)
_____ (your word here)	Frustrated	Not sure what I am feeling
Anger	Jealous of the other children	Sadness
Guilty	Lonely	Like no one understands me

Money and My Family

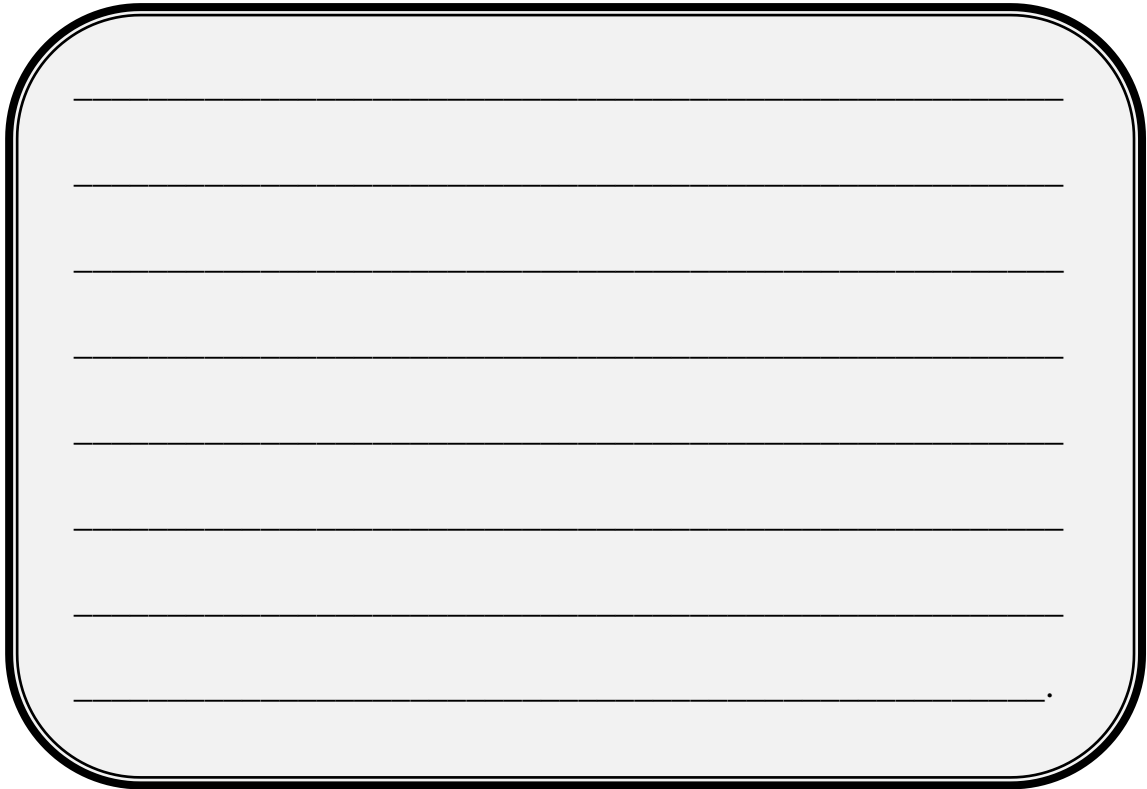
One change that happens in a lot of families after a mom or dad or other adult is deported or detained is that the family has *less money*. This is because an adult who used to have a job and earn money for the family is not working any more. Maybe families also have to spend some of their money on new things like lawyers or babysitters. Having less money means different things for each family, but it could mean that the family has a hard time paying for their home, food, and clothing. Maybe the family doesn't get to do things that they used to do for fun.



Put a check mark next to every sentence that is true for you because of the adult who cares for you being deported or detained:

- There is less food in the house.
- We don't have enough money to keep our home warm.
- We had to stop doing fun things if they cost money.
- We can't buy as many clothes as before.
- The grownups are worried about keeping our home.
- We can't send as much money or gifts to my family members in a different country any more.
- An adult in my family now has to work longer hours to make enough money for us to have the things we need.
- My older brother or sister had to get a job to help my family with money.

Use this box to write down how the deportation of a caring adult in your life has changed how your family spends money or buys things that the family needs. You can also write about changes in family members' jobs.



Talk to the adult who is helping you about how you are feeling. You can talk about anything that you are thinking about.

School and Me

Children whose parents or other caring adults were taken away from them because of detention or deportation can also have changes at school. They might have to move and go to a different school if they move to another home. Maybe it gets hard for them to get good grades or to pay attention to their teacher.

Put a check mark next to every sentence that is true for you since an adult who cares about you was taken away:

- I still go to school.
- I only sometimes go to school.
- I don't go to school anymore.
- I have changed my school at least one time.

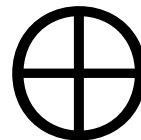
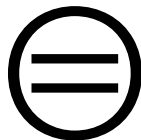
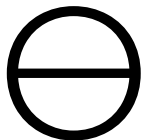


(For children who go to school and get grades), put a circle around the symbol that shows if your grades have gone up, down, or stayed the same since an adult who cares about you was taken away because of deportation or detention.

My grades have gone down

No change

My grades have gone up



This is a list of changes that sometimes happen to children after an adult they care about has been deported or detained.

Circle any of the changes that have happened to you at school or afterschool since an adult who cares about you was taken away:

I miss the bus more	My grades have changed	My older brother or sister now watches me after school
I am get in trouble at school more	I have trouble paying attention to my teacher	_____ (add your own)
I spend more time alone	_____ (add your own)	I go to the school nurse more
_____ (add your own)	I get bullied more	I want to eat all the time
I don't feel like eating lunch or breakfast	I am tired at school	Things are not as fun at school as they used to be
I have more arguments with friends	I bully other kids	I don't get help with my homework anymore
_____ (add your own)	I feel like no one understands me	I don't want to play sports anymore

Choose one thing that you circled or wrote above that you do not want to have happen anymore. Write it down here:

_____.

I do **not** want this happening anymore because:

 _____.

Try to think of a name for the problem that sometimes makes it hard for you to act and think the way you used to at school.

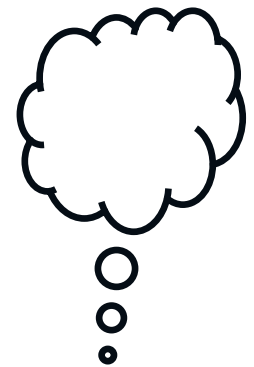
Remember that earlier in the book, you **chose a word** for what bothers you most about deportation. You can look back on **page 50** if you need help remembering it.

You can use the word again if it is the same thing that sometimes makes things hard for you at school. If it is something different, like *feeling sad* for example, you can choose a new, special word for it.

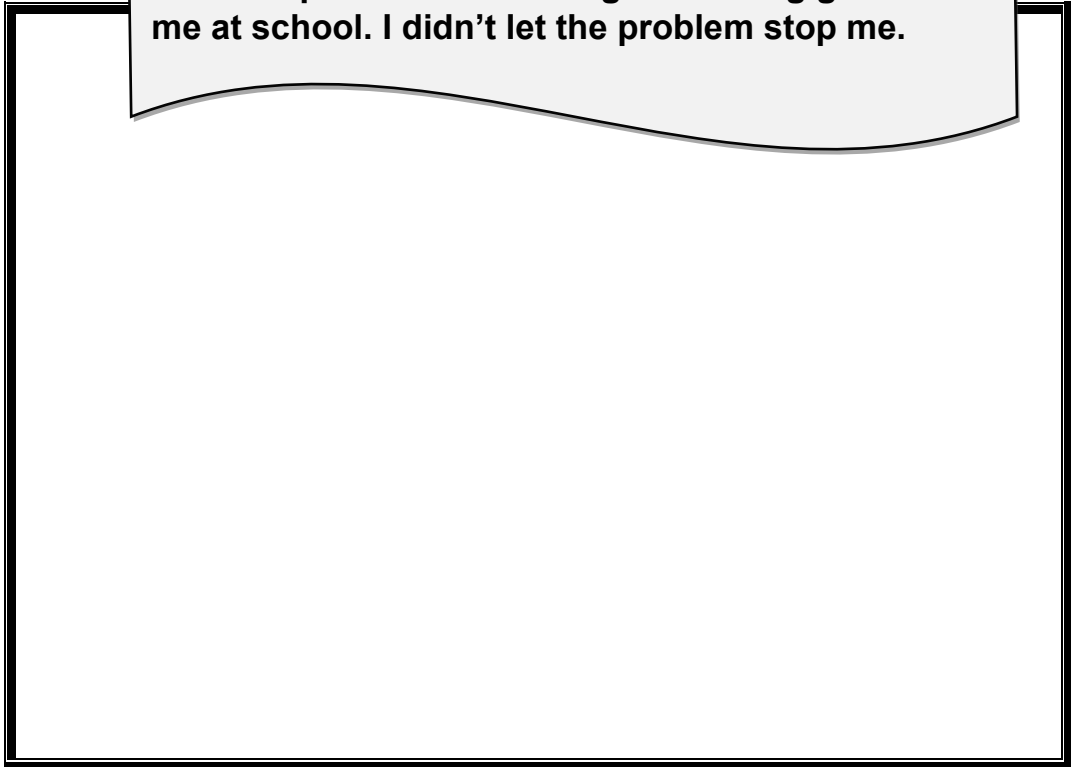
This is my name for the problem that can get in my way at school: _____

It gets in the way because:

Here are some things I did easier before I had this problem at school:



This is a picture of me doing something good for me at school. I didn't let the problem stop me.



This is what I felt about not letting _____
(problem word)
 stop me from doing what was good for me:

(Circle any of the feelings that you had about not letting the problem stop you. You can also add your own words in the empty spaces:)

Happy	Nervous	Proud
Smart	Relaxed	Brave
(write your word here) _____	Joyful	Not sure what I was feeling
Stomachache	(write your word here) _____	Scared
Relieved	Interested	Surprised

My Best Memory

Try to think of the best memory you have of you and your special adult who was deported or detained. Try to answer these questions about your best memory with that special person:

We were at: _____.
(place)

The weather was (circle one):

Sunny Cloudy Snowy Rainy Windy Hot Cold

I was wearing: _____

The adult who cares about me was wearing: _____
_____.

The other people with me were my (write your relationship to them):

_____, _____,
_____, _____,
_____, _____.

(If I remember) the air around us smelled like:

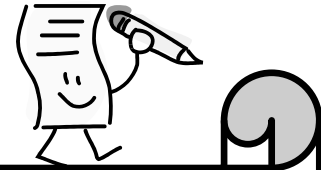
_____.

I was feeling: _____.

I think the adult who cares about me was feeling:

_____.

Now that you have thought more about your best memory with your special adult, you can use this space to write about your best memory.



A large, lined writing area designed to look like a scroll. It has a vertical line on the left side and a horizontal line at the top, with several horizontal lines for writing. The scroll is unrolled on the left and right sides.

Trying to Change Deportation

Now that you are almost done with this book, maybe you are feeling better. Maybe you learned that you have many ways to show how you feel and think, through talking, writing, and drawing. Maybe you also learned that it feels better to share these things with at least one grownup you trust.

If you still *do not* feel better, it may help to know that it can take some time for people to feel better again after as big a problem in their lives as a family member being deported. Maybe the ideas on the next page will help you start to feel better.

With the help of a grownup, you can decide how to use creativity (for example, writing, painting, drawing, dancing) to show your feelings about deportation and detention in your family and in all families.

Each family makes its own choice about how family members want to try to stop detention or deportation from happening in their family and in other families. The next page has ideas for some of the ways that families can do this.

Ways to Help Families from Being Hurt by Deportation

- Stay in touch with your family member who has been deported, by calling or sending letters and emails and pictures to him or her. That will help everyone in the family to feel better.
- Get together with other families/neighbors who have been hurt by deportation and get support from each other.
- Talk to a priest, minister, rabbi, imam, or healer in your community.
- Talk about it with your therapist, teachers, and social workers at school.
- Talk to politicians like your U.S. Senator or Representative – the people who run the country – about why deportation is bad for children and families. The grownup helping you can find out how to reach that person with the information on page 102.
- Go to protests or meetings to support people who have been detained or deported
- Speak on television or radio and write to newspapers or websites online about how deportation hurts families



After you finish this page, it is time to breathe slowly or walk slowly! (Go back to page 14 and 15 to remember how to do this if you need.)

Changing Immigration and Deportation Laws



Many people in the United States (U.S.) government get to decide about immigration and deportation laws. This includes the President of the United States and the Senators and Representatives of the U.S. Congress who come from your state. State laws can make it easier or harder for ICE to find out about people who are undocumented. In some states, police officers can tell ICE about someone being undocumented when they are stopped for speeding in their cars. Other states make it hard for the police to do that.

Some states have laws that let the police tell ICE if they stop a driver for speeding and the driver's license is from another country. Those drivers sometimes get deported. Other states do not allow that, so they are safer for families of undocumented immigrants. The people who run the state government make and change laws when enough people who are citizens tell them to do that.

In your state, the *Governor* is like the *President*, but just for your state. (If you go to **page 22**, you can find your state on the map again, or ask a grownup to show you.) Other people in the government help run your state. They are *State Senators and State Representatives*. They have a job in the government because citizens who live in the state voted for them.

It can help children and families to let the people who represent your state in the U.S. Congress and the President know about state laws that hurt children and families, like deportation and

detention. It also helps to ask adult and child friends to talk to state and U.S. government too.

If enough people, (including children) say that laws are unfair and hurt them, sometimes people in the government will try to change the laws. In 2012, hundreds of teenagers and young adults who came to the U.S. when they were little decided to speak out against deportation.



They were called “DREAMers.” They took a bus all around the country to say NO! to deportation. At the end of their bus trip around the U.S., one young Latina woman gave a speech at a big meeting called the Democratic Convention, where people were deciding who should be the Democratic candidate for the President of the U.S. She was on TV and many, many people listened to her! She made a difference.

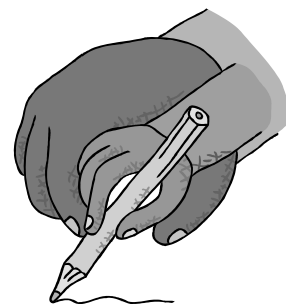
Writing Letters to National Leaders

Now, you have the chance to write your very own letter to send to the President and to the Senators and Representatives of the U.S. Congress from your state! You can include a drawing too. Sometimes the President of the U.S. even tells everyone in the country about letters that come to his office from children and teachers from all over the country.

The grownup who is helping you can help you find out the addresses of government leaders you can send your letters and drawings to. The website and phone number to find this out are on page 102 of this book.

This is a way to let them know why families should always be able to stay together! (Younger children may need help from a grownup to write this letter.) It is important to talk with the grownup who is helping you to decide a couple of things:

1. If you should use your real first name, your whole name, or a made-up name on the letter or drawing. *Sometimes families who are worried about deportation do not want to use their real names because they don't want immigration authorities to find them.* You could also sign the letter/drawing with something that shows how you feel, maybe something like, "A child who misses his or her mother."



2. Decide if you want to write the letter or draw the picture in your book and keep it for yourself or if you want to send it out in the mail. You can always write or draw it now and decide if you want to send another time. You can even make a copy of the letter or drawing to keep for yourself. You can print out these pages or use different paper for your letter or drawing. If you decide to mail the letter or drawing, talk with the grownup who is helping you to decide if you should put your address on the envelope, or only the town or city where you live.

This is a website that helps children write letters and send drawings (with the help of an adult) to congress about keeping families together and not deporting people:
<http://www.webelongtogether.org/wish>

Here is an example of a letter to a person in the government who makes laws. You can add in your own words and ideas:

Dear Senator _____,

(fill in Senator's last name)

I am _____ years old and detention and
deportation laws in the United States have hurt my
family. My _____ was taken away from my
family. There are _____ (number) of children in my
family, including me. I think that families
should always be able to stay together because

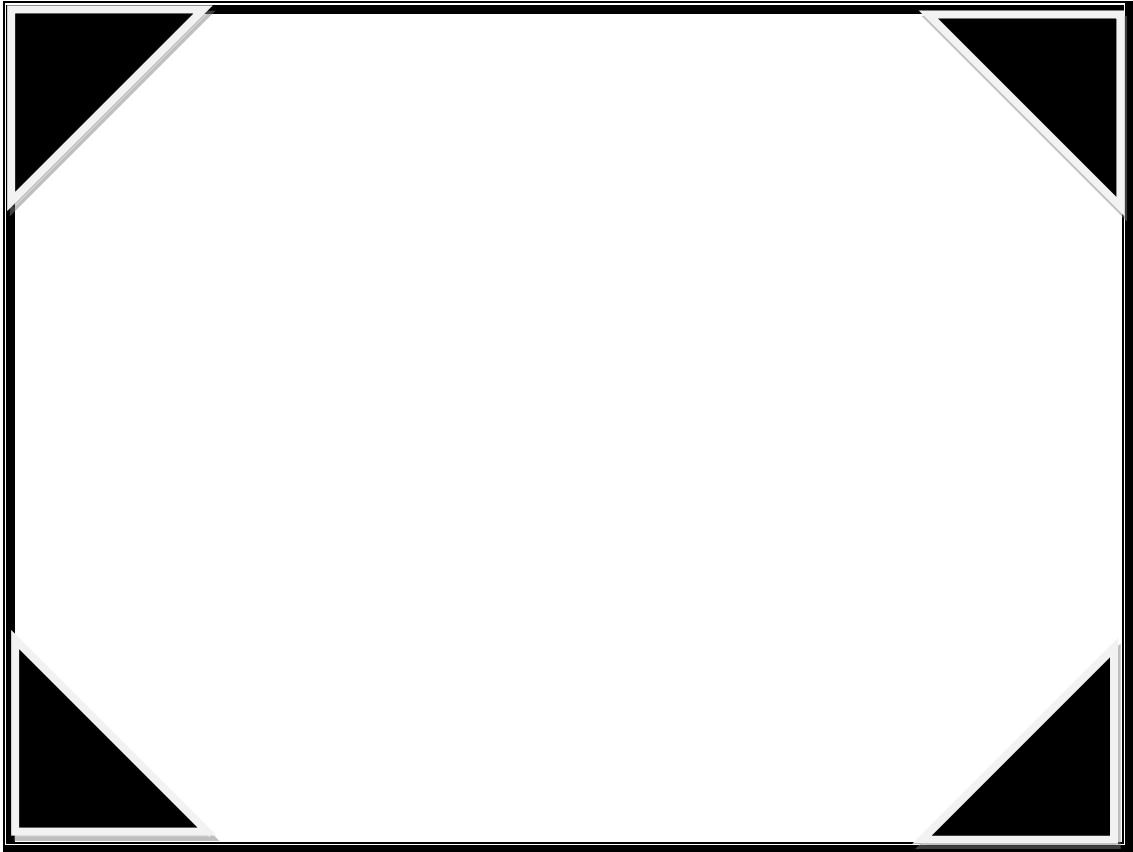
_____.

Please help my family be together again, so I don't
have to worry any more.

Sincerely,

(Optional to add name and state
where I live)

Here you can make a drawing of what you think your family should look like, with everyone together. You can send it to a person in the government who makes laws.



You are getting close to the end of the activity book! Take some time to talk with the adult who is helping you about how you are feeling. You can also talk about anything that you are thinking about.

Questions and Answers about Immigration and Deportation

Here are some questions that you might be wondering about and their answers:

Question: Can people who were born in another country become U.S. citizens?

Answer: Yes, they can become U.S. citizens by learning about the country and taking a special test about the government. Only people with permission to be in the U.S. may take the test. If they pass the test, they become “**naturalized citizens.**” They have all the rights of people born here. (People who were born here are also **citizens.**) Once an adult becomes a citizen, so can his or her children. Children may take the citizenship test when they turn 18 even if their parents don’t become citizens.

Question: What type of documentation do immigrants who live in the U.S. to work or study have?

Answer: People who came to the U.S. to work might have **work visas** or “**green cards.**” Other people who get permission to live and go to school here have **student visas.**

Question: Is it possible for families to have some family members who are citizens or documented immigrants and some members who are not?

Answer: Yes, this happens in many immigrant families. These families are called “mixed-status” families. Most often, it is one or more adults or older children in the family who are not citizens while the younger children are born in the U.S.

Question: Who can be deported?

Answer: Anyone who is not a citizen can be deported. Naturalized citizens can only be deported if they commit a serious crime.

Question: What are some of the reasons someone could get deported?

Answer: People can be deported for several reasons. Most people who are deported are in the U.S. without permission from the U.S. government. This might mean that they entered the U.S. without permission papers or the dates on their papers ran out. Sometimes the police tell ICE that people don't have this permission when the person commits a crime or breaks a driving law. Sometimes ICE finds out that a lot of undocumented people work in a work place and they come and detain a lot of people at once.

Question: If my family member is in a detention center, does that mean that he or she will be deported?

Answer: Not everyone who is in a deportation center will be deported. Sometimes, if the person can prove it would be unsafe for them to return to their country, the person will be allowed to stay in the U.S. A judge makes the final decision about whether a person can stay.

Question: Why do some families want to keep it a secret if one or more family members are at risk of being deported?

Answer: One reason is that the family doesn't want the U.S. immigration authorities to find them because of fear of deportation. Another reason is that people in the community sometimes have bad feelings about people living in the U.S. without permission from the government.

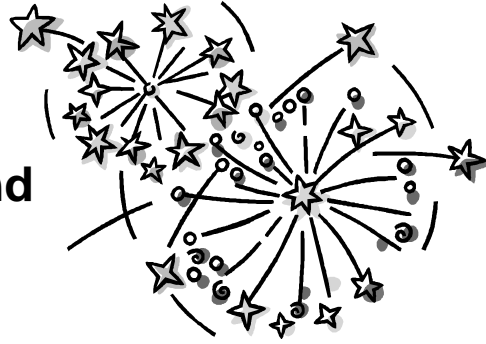
These are 3 questions that I have about immigration and deportation:

- 1) _____
- 2) _____
- 3) _____

One person who might be able to answer these questions for me is my:

(write the relationship)

Congratulations!
You have reached the end
of this activity book!



I finished this book on this date: _____.

This is what it was like for me to work on this book:

Here are three things that I learned from this book:

- 1) _____

- 2) _____

- 3) _____

Special Certificate for Finishing this Book

Here is a special certificate for you to keep that shows that you finished this activity book! You can color it in!

Remember, you can always come back and use this book again. You can also use the different ways you learned to relax your mind and your body any time that you want. Maybe you can even teach what you learned to a friend or someone in your family!



Congratulations!

This certificate is for

★
★ **FIRST NAME:** _____ ★
★

★ **For finishing the activity book, FOREVER FAMILY,**
on

Date: _____ ★

Try your best to answer these questions:

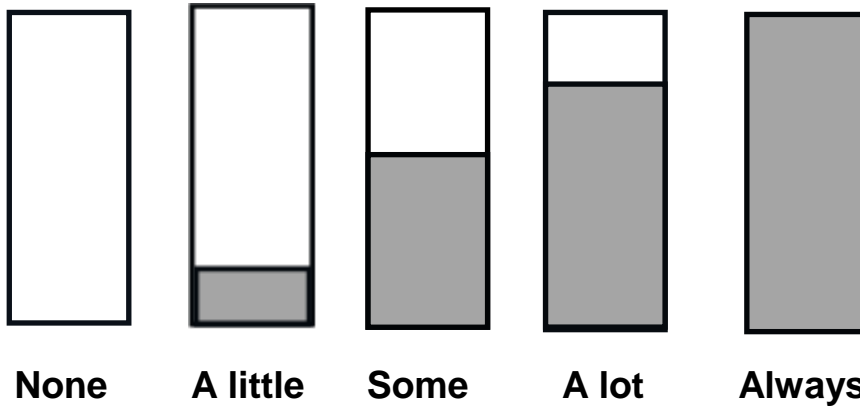
I know this much about deportation and detention:

Circle one:



How much of the time do you feel “nervous”?

Circle one:



How do you feel about yourself?

Circle one:



Information to Help Children and Families Hurt by Detention and Deportation

This is a list with information to help children and families whose family members have been deported or detained, or who are worried about that happening.

If you are using this workbook in print form, you can type these websites into a web browser. If you are using the workbook on a computer, you can click the links to go to the websites.

RESOURCES FOR ADULTS:

Ways to contact the President of the U.S.:

Phone number to leave comments: (202) 456-1111

Mailing address:

The White House
1600 Pennsylvania Avenue NW
Washington, DC 20500

Website to email questions and comments:

<http://www.whitehouse.gov/contact/submit-questions-and-comments>

Website to find contact information for all elected officials in government: <http://www.usa.gov/Contact/Elected.shtml>

Questions about the U.S. government: Toll-free at **1-800-FED-INFO—(1-800-333-4636)**

Website to find contact information for U.S. senators and representatives:

http://www.senate.gov/general/contact_information/senators_cfm.cfm

<http://www.house.gov/representatives/find/>

Website with contact information for elected officials by state:

Governors: <http://www.usa.gov/Contact/Governors.shtml>

State legislators: <http://thomas.loc.gov/home/state-legislatures.html>

National Immigration Project’s website provides a comprehensive listing of resources that explain your legal rights, how to respond to community raids, safety planning, deportation, detention, and locating legal services:
<http://www.nationalimmigrationproject.org/community.htm>

Website with links for immigration safety plans and action kits. Also, links to some of the most important immigration laws and recent articles:
http://cj-network.org/cjimmrights/know_your_rights.html

Link to a deportation manual (2009) that has general information about deportation. Some information is specific to the Southeast, but still includes information that is useful to people across the U.S.:
http://www.alabamaappleseed.org/uploads/4/3/3/1/4331751/2009_deportation_guide.pdf

NIÑOS (2011) has information and documents families can use to protect children in the event that parents become detained or deported. Includes a “safety plan” for families. Only in English:
<http://www.jdsupra.com/legalnews/nios-a-guide-to-help-you-protect-your-64376/>

Link to a number of resources, including a guide about eligibility of returning to the U.S. after deportation, a financial handbook for families facing deportation and information about protecting your assets and child custody when facing deportation:
<http://www.bc.edu/content/bc/centers/humanrights/projects/deportation/resourcesdep.html>

Link to a many resources for immigrant families, including information on detention and deportation:
<http://familiesforfreedom.org/resources>

Two excellent resources from the Families for Freedom collection:
Deportation Manual 101: Overview on entire deportation/detention system, legal rights, how to locate someone in detention facility, tools to organize and advocate in community:
<http://familiesforfreedom.org/sites/default/files/resources/Deportation101Manual-FINAL%2020100712-small.pdf> (English)
<http://familiesforfreedom.org/sites/default/files/resources/Deportation101SpanishLATEST2011LowRes.pdf> (Spanish)

Information about knowing your rights as a noncitizen (includes important phone numbers - mostly for people living in NY and NJ):

http://familiesforfreedom.org/sites/default/files/resources/ImmBeware-english-May2008_0.pdf (English)

<http://familiesforfreedom.org/sites/default/files/resources/ImmBeware-spanish-May2008doc.pdf> (Spanish)

The New Sanctuary Coalition of New York City is an interfaith network of congregations, organizations, and individuals who are allies of families and communities resisting detention and deportation to stay together:

<http://newsanctuarynyc.org> Telephone: (646) 395-2925

This is a guide to help communities better understand how immigration enforcement works, and ways to engage with local police and policymakers to pass laws and policies against hold requests. It includes details about ICE hold requests and how they work, legal and policy information, advice on advocacy, and sample materials:

<http://immigrantdefenseproject.org/wp-content/uploads/2013/08/All-in-One-Guide-2013.pdf>

Includes information on your rights in the community and when coming into contact with law enforcement. Also, what to do when there is a raid in your community and how to contact someone who has been detained:

<http://www.detentionwatchnetwork.org/sosineedhelp>

Guide for visiting individuals in a detention center.

<https://www.detentionwatchnetwork.org/sites/default/files/DWN%20Visitation%20Guide.pdf>

U.S. government website for information on becoming a naturalized citizen:

<http://www.uscis.gov/us-citizenship/citizenship-through-naturalization> (English)

<http://www.uscis.gov/es/ciudadania> (Spanish)

Information about accessing legal resources:

<http://www.immdefense.org/category/resources-for-communities/>

The Florence Immigrant and Refugee Rights Project provides and coordinates free legal services and related social services for men, women, and unaccompanied children detained in Arizona for immigration removal proceedings. The services are for people who are living in poverty. The Florence Project tries to make sure that detained individuals have access to counsel, understand their rights under immigration law, and are treated fairly and humanely by the legal system. The Florence Project primarily provides legal services on-site at detention facilities: <http://www.firrp.org>

“Dignity Not Detention” Campaign supports organizing efforts in Arizona, Georgia and Texas to stop the growth of local detention, show the impact of national detention policies on communities, and highlight the human rights crisis resulting from the increases in detention. Link includes information about how to become involved in the campaign: www.dignitynotdetention.org

The New Agenda for Broad Immigration Reform (NABIR) is a diverse coalition of grassroots, advocacy, and faith-based organizations uniting behind the principle that all – not just some – immigrants must have the opportunity to live lawfully in the United States, free from fears and threats of deportation. Link includes resources about deportation and detention and information about getting involved with advocacy organizations: <http://nabir.wordpress.com>

Massachusetts Immigrant and Refugee Advocacy Coalition’s (MIRA) (Boston) website provides important information for immigrants living in Massachusetts including legal services and opportunities for advocacy: <http://www.miracoalition.org/>

National Network for Immigrant and Refugee Rights’ website provides immigration reform news and updates. It also outlines ways to get involved with advocacy: <http://www.nnirr.org>

Information about how to locate a person who is in ICE custody:
(Information taken from the Florence Immigrant and Refugee Rights Project website)
Use the online detainee locator system managed by ICE to locate a detainee who is currently in ICE custody, or who was released from ICE

custody for any reason within the last 60 days. To locate someone through the system, you will need their (1) full name, (2) alien registration number (“A#”) and (3) country of birth. If you do not have the person’s registration number, you will need their date of birth to access the information. Of note, sometimes the online detainee locator system has errors: <https://locator.ice.gov/odls/homePage.do>

You can also call the Immigration Court System at 1-800-898-7180 to check if a person has an upcoming court hearing and where the immigration court is located. You will need the full name and alien registration number (“A#”) to access this information.

Mental Health Resources for Adults

The National Child Traumatic Stress Network has extensive resources for parents on signs of trauma and how to help. Provides useful information for when a child should receive mental health treatment:

<http://www.nctsn.org/resources/audiences/parents-caregivers>

BRYCS - Bridging Refugee Youth and Children's Services: Specialized resources for immigrants and refugees about mental health, parenting, and working with children’s school:

<http://www.brycs.org/publications/index.cfm>

Taking care of others in your family as well as yourself:

<http://www.healthynj.org/wellness/caregiving.html>

Parenting and the development of children from infancy to teenager:

<http://kidshealth.org/parent/growth/#cat168>

A guide for parents and caregivers about mental health services for children. Includes information about finding services, preparing for the first visit, questions you can ask and what to expect:

http://store.samhsa.gov/shin/content//SMA05-4054/SMA05-4054_English.pdf

RESOURCES FOR CHILDREN

Letter writing/drawing activity for kids to congress (with the help of an adult):

<http://www.webelongtogether.org/wish>

<http://www.webelongtogether.org/sites/default/files/AWishForTheHolidays2012YouthActivityPacket.pdf>

Article about this activity:

http://www.huffingtonpost.com/beth-caldwell/nearly-10000-children-tel_b_2347919.html

Children's book about immigration/deportation:

From North to South/ Del Norte al Sur, by René Colato Laínez. This bilingual book is about a young boy who visits his mother after she is sent back to Mexico for not having papers: <http://www.amazon.com/From-North-South-DelNorte/dp/0892392312>

RESOURCES FOR OLDER CHILDREN

Link to the U.S. Citizenship and Immigration Services' webpage on Deferred Action for Childhood Arrivals (DACA) (for DREAM Act-eligible, undocumented youth.) Has information about eligibility and how to apply: <http://www.uscis.gov/humanitarian/consideration-deferred-action-childhood-arrivals-process>

Important information about Deferred Action (DACA):

<http://immigrantjustice.org/daca-resource-hub>

Living in the United States: A Guide for Immigrant Youth (2008) covers topics such as legal status (what rights you have if you are a US citizen, a permanent resident, or undocumented), how to become a citizen, how to get legal papers, deportation issues, adoption issues, Selective Service, voting, taxes, college, etc. It may also be helpful for adults who work with immigrant families (for questions such as who qualifies as a special immigrant and what the rules are on joining the military, paying taxes, voting, getting public assistance, etc.):

Español:

https://www.ilrc.org/sites/default/files/resources/vivir_en_los_estados_unidos.pdf

Inglés:

https://www.ilrc.org/sites/default/files/documents/youth_handbook-2015-06_05-en.pdf

A video produced by teens in the San Diego's Media Art Center San

<p>Diego's Teen Producers Project that shows the experience of one family separated by deportation. Video appropriate for older children ages 13-15 and up: http://www.webelongtogether.org/wish/educational-materials/i-want-my-parents-back</p>
<p>This is a video about the teen filmmaker and his family as they try to deal with the deportation of his father. For older children, ages 13-15 and up: http://tv.adobe.com/watch/adobe-youth-voices/mi-familia/</p>
<p>Link has resources for children ages 10 and older that includes education about the history of immigration up to present day and information about being undocumented. There are also activities for children to complete including an immigration word search and ways to both receive and give help: http://pbskids.org/itsmylife/family/immigration/index.html</p>
<p>For ages 13 and up: “Family Life Complicated by Vulnerable Status,” a resource about family separation and the pressures mixed-status families face: http://www.webelongtogether.org/wish/educational-materials/family-life-complicated-by-vulnerable-status</p>
<p>For ages 15 and up: Videos from Arizona State University’s News 21: a series of videos of children telling their stories about having been separated from their families: http://asu.news21.com/2010/08/children-of-deported-parents/index.html</p>
<p>For ages 15 and up: “I Want My Parents Back,” an 11-minute, youth-made film that tells the story of a family that is separated by deportation: http://tv.adobe.com/watch/adobe-youth-voices/i-want-my-parents-back/</p>
<p>For ages 13 and up (PG-13) A movie about a nine-year-old boy who crosses the border alone to reunite with his mother in the U.S. http://www.foxsearchlight.com/underthesamemoon/</p>
<p>Countless resources and activities for children on topics such as emotions, babysitting, staying healthy, relationships, and school: http://www.healthynj.org/kids/wellness.html</p>
<p>A lot of information and activities about school, home and family life, emotions and relationships: http://kidshealth.org/kid/feeling/</p>
<p>Information about going to talk to a therapist or doctor: http://kidshealth.org/kid/feel_better/people/going_to_therapist.html?tracking=K_RelatedArticle#cat20071</p>